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SEVENTY-SIXTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

JANUARY, 1913.



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1913.

APPROVED BY
THE STATE BOARD OF PUBLICATION.

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STATE BOARD OF EDUCATION.

1913.

Term expires
May 1.

BY APPOINTMENT.

1913.	FREDERICK P. FISH, <i>Chairman</i> ,	. . .	BROOKLINE.
1915.	SARAH LOUISE ARNOLD,	. . .	NEWTON CENTER.
1913.	ELLA LYMAN CABOT,	. . .	BOSTON.
1915.	SIMEON B. CHASE,	. . .	FALL RIVER.
1914.	LEVI L. CONANT,	. . .	WORCESTER.
1914.	THOMAS B. FITZPATRICK,	. . .	BROOKLINE.
1913.	FREDERICK W. HAMILTON,	. . .	CAMBRIDGE.
1914.	PAUL H. HANUS,	. . .	CAMBRIDGE.
1915.	CLINTON Q. RICHMOND,	. . .	NORTH ADAMS.

COMMISSIONER OF EDUCATION.

DAVID SNEDDEN, FORD BUILDING, . . . BOSTON.

DEPUTY COMMISSIONER OF EDUCATION.

WILLIAM ORR, FORD BUILDING, . . . BOSTON.

AGENTS.

JULIUS E. WARREN, . . . WORCESTER.
RUFUS W. STIMSON, FORD BUILDING, . . . BOSTON.
CHARLES R. ALLEN, FORD BUILDING, . . . BOSTON.
CLARENCE D. KINGSLEY, FORD BUILDING, . . . BOSTON.
WALTER I. HAMILTON, FORD BUILDING, . . . BOSTON.
EDWARD C. BALDWIN (BUSINESS AGENT), FORD
BUILDING, . . . BOSTON.

ASSISTANTS.

AGNES CAROLINE BLAKE,
Chief Clerk and Secretary to the Commissioner.

ESTHER E. ELWELL, <i>Second Clerk.</i>	GEORGE H. VARNEY.
SARAH A. HOLT.	MIRIAM P. CLARK.
ANNA M. MURRAY.	GERTRUDE M. CLONEY.
MARY E. BIGGANE.	VIVIEN THYNG.



ANNUAL REPORT

OF THE

BOARD OF EDUCATION.



ANNUAL REPORT.

The Board of Education has the honor to submit herewith to the Legislature, in accordance with section 6 of chapter 39 of the Revised Laws, as amended by section 4, chapter 457 of the Acts of 1909, its seventy-sixth annual report.

This document contains, in addition to the usual statistics and summaries of the routine work of the Board, three papers on the scope and value of art education, given by Walter S. Perry, Leslie W. Miller and James Frederick Hopkins, at an institute held in Boston on April 12, 1912.

In addition to this report the Board will submit to the Legislature certain special reports, among which the most important are these: —

Part-time Schooling for Working Children (chapter 64, Resolves of 1911).

Methods of Supporting Public Schools of the Commonwealth (chapter 70, Resolves of 1911).

Retirement Allowances for Teachers (chapter 47, Resolves of 1911).

Respectfully submitted,

FREDERICK P. FISH, *Chairman*.
SARAH LOUISE ARNOLD,
ELLA LYMAN CABOT,
LEVI L. CONANT,
SIMEON B. CHASE,
THOMAS B. FITZPATRICK,
FREDERICK W. HAMILTON,
PAUL H. HANUS,
CLINTON Q. RICHMOND,

Members of the Board.

BOARD OF EDUCATION.

SEVENTY-SIXTH ANNUAL REPORT.

OFFICES OF THE BOARD OF EDUCATION,
FORD BUILDING, BOSTON, MASS., Jan. 1, 1913.

To the Board of Education.

The Commissioner of Education herewith submits for your consideration the appended report. The report consists of four parts, as follows:—

PART I. Report of the Commissioner of Education.

A. A Survey of the Work of Three Years.

- I. Organization of the Board.
 - II. State Institutions of Special Education.
 - III. State Normal Schools.
 - IV. Vocational Education.
 - V. State-aid to High Schools and Superintendency Unions.
 - VI. Educational Legislation.
 - VII. Investigations and Reports by Order of the Legislature.
 - VIII. Bulletins.
 - IX. Public Education in General.
- B. State Normal Schools.
- I. Bridgewater Normal School.
 - II. Westfield Normal School.
 - III. Hyannis Normal School.
 - IV. Fitchburg Normal School.
 - V. Lowell Normal School.
 - VI. Normal Art School.
 - VII. Salem Normal School.

C. Staff of the Board.

- I. Changes and Additions in 1912.

PART II. Detailed Work of the Board.

- I. Summary of Statistics, School Years 1910-11 and 1911-12.
- II. Normal School Data.
- III. Admission to Normal Schools.
- IV. Certification of Teachers in State-aided High Schools.
- V. The Small High School.
- VI. State Aid for High Schools.
- VII. High School Tuition Reimbursement.
- VIII. Registration of Teachers.
- IX. Certification of Superintendents of Schools.
- X. List of Superintendents of Schools.
- XI. Table of Superintendency Unions.
- XII. Teachers' Institutes.
- XIII. Kindergartens.
- XIV. Vacation Schools.
- XV. County Training (Truant) Schools.
- XVI. Academies.
- XVII. Private Schools.
- XVIII. State-aided Vocational Education.
- XIX. Vocational Agricultural Education.
- XX. Massachusetts School Fund.
- XXI. Financial Statement of the Board.

PART III. Institute for Supervisors and Teachers of Drawing.

- I. Scope and Functions of the Normal Art School in the Training of Teachers and Supervisors of Drawing, Art and Manual Training. — Address by Walter S. Perry, Director, School of Fine and Applied Arts, Pratt Institute, Brooklyn, N. Y.
- II. The Possible Relations of a State School of Art to the Industries of the Commonwealth. — Address by Leslie W. Miller, Principal, School of Industrial Art, Philadelphia, Pa.
- III. What should be the Working Equipment of the Normal Art School. — Address by James Frederick Hopkins, formerly Director, Schools of Art and Design, Maryland Institute, Baltimore, Md., and now Director of Art Education in Massachusetts.

PART IV. Abstract of the School Returns, School Years 1910-11 and 1911-12.



PART I.

REPORT OF THE COMMISSIONER OF EDUCATION.

- A. A SURVEY OF THE WORK OF THREE YEARS, DEC. 1, 1909, TO DEC. 1, 1912.
 - B. STATE NORMAL SCHOOLS.
 - C. THE STAFF OF THE BOARD.
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PART I.

REPORT OF THE COMMISSIONER.

A. A SURVEY OF THE WORK OF THREE YEARS, DEC. 1. 1909, TO DEC. 1, 1912.

I. ORGANIZATION.

After the reorganization of the Board of Education in July, 1909, and the appointment of a staff of a commissioner and two deputies, it was found necessary to plan and systematize the work of the office, with a view to efficient service.

Definite duties and responsibilities have been assigned each member of the staff to avoid duplication of effort. The commissioner, in addition to a general oversight of the activities of the staff of the Board, takes under his immediate charge the supervision of the State normal schools. He represents the Board in visiting institutions to whose support the State contributes, in hearings regarding legislation and in directing investigations ordered by the General Court. So far as possible he takes part in discussing proposals looking to the improvement of educational conditions throughout the Commonwealth.

To one deputy, in accordance with the statutes, has been committed the promotion and oversight of vocational education. His duties include supervision of State expenditures for the maintenance, in part, of vocational schools; definition of standards of instruction; approval of courses, teachers, pupils and advisory committees; the establishment of new schools of vocational type; and, in general, the enlightenment of public opinion on this form of education.

The other deputy is charged with the detailed work of the office, — in collecting and compiling statistics on the work of the schools; with the preparation and distribution of blanks and forms as required by law; and with answering inquiries on school law and procedure. He supervises payments to towns from the income of the school fund; the distribution of State

aid for superintendency unions, grants to high schools in small towns and reimbursements of high school tuition; he has oversight of rural schools, of smaller high schools and of union superintendencies in receipt of State aid; of the registration of teachers, and of the certification of superintendents of unions and of teachers in State-aided high schools; and of conferences at which constructive policies and programs are presented and discussed.

While the plan of organization recognizes the importance of an assignment of specific duties and definite responsibilities, the several members of the staff are, by frequent conferences, formal and informal, kept acquainted with the principal lines of development in each other's fields, so that unity of purpose and co-operative effort are still maintained.

The need of such mutual understanding increases with the steady growth in the number and the variety of activities and of the agencies with which the members of the staff are concerned.

The schools and educational agencies with which the Board is directly or indirectly concerned may be grouped under five heads, viz.:—

1. Institutions rendering special service for which the State makes certain grants. Under this head are the Massachusetts Institute of Technology, the Worcester Polytechnic Institute, textile schools, the Massachusetts Agricultural College, and certain schools for deaf, blind, defective and delinquent children.

2. State normal schools.

3. Vocational schools.

4. Public schools aided by the income of the school fund, or by appropriations towards union superintendencies; high schools in receipt of a yearly grant, and high schools attended by pupils whose tuition is reimbursed in whole or in part by the State.

5. Public schools not in receipt of State aid, but with which the Board is expected to maintain helpful relations.

II. STATE INSTITUTIONS OF SPECIAL EDUCATION.

Under the direction of the Board, at the request of the Legislature, a general report dealing with possibilities of State supervision of State-aided institutions of special education was

prepared and submitted to the General Court of 1912. As an outcome of this report, the Board has been required to prepare special reports on textile schools and on schools for the deaf, and to submit these reports to the Legislature of 1913.

As an ex-officio trustee of the Massachusetts Agricultural College, the commissioner has taken an active part in conferences called to consider improvements in the courses of instruction in that institution.

III. STATE NORMAL SCHOOLS.

All the operations of the Massachusetts normal schools are directly under the supervision and control of the Board of Education. The ten State normal schools of Massachusetts have during the last three years been filled with students; in fact, in some schools, dormitory accommodations, and in others, classroom facilities, have been seriously overtaxed. The normal schools at Bridgewater, Fitchburg, Framingham and Hyannis have had more students in attendance than can be properly accommodated in the existing dormitories, and measures have been employed to secure rooms in the neighborhood of each school.

The Legislature of 1910 made an appropriation of \$175,000 for the provision of additional dormitory facilities at Bridgewater, in part to replace those provided in old Normal Hall, which had become to some extent unfit for occupation. The Legislature of 1912 appropriated \$75,000 for increasing the dormitory facilities at Fitchburg. In the Normal Art School classroom accommodations are inadequate. At the Framingham and Salem normal schools there has long been urgent need of additional room for the use of the training schools. The Legislature has appropriated \$75,000, which, with an equal sum provided by the city of Salem, will provide adequate training school facilities for the normal school in that place. It is expected that the town of Framingham will at an early date erect a new school building in Framingham Center, to which the children now attending the training school held in the normal school building will probably be transferred.

For the past two years the faculties of the normal schools and the Commissioner of Education have held monthly conferences,

at which they have considered the work of the schools as to administration, business methods and courses of instruction. A number of changes have already been made in the courses of study, and others are in contemplation.

The course in the household arts department in the Framingham Normal School has been made three years in length, and a like change has been made in the department for the training of commercial teachers in the Salem Normal School. A department for the training of teachers of manual arts, open only to men who have had some experience in industry, has been organized in the Fitchburg Normal School. It is the purpose of the Board, through this department, to provide teachers of the manual arts, for the upper grades of the elementary schools and for the high schools, who shall be well equipped with practical knowledge.

As a result of extended conferences, several normal schools are shaping the work of the regular two-year students so as to fit them for teaching in the first six grades. Steps are being taken during the current year to organize at Fitchburg, Bridgewater and Salem three-year courses specially designed to prepare teachers for the higher grammar grades. In all cases the aim has been to attain a more exact definition of professional work. Discussions with normal school teachers show that these teachers should comprehend more fully the requirements and needs of the public schools, in which the graduates of the normal schools are eventually to teach, — more particularly those of the schools of country communities. In reshaping the courses of study in the normal schools, provision has been made for more direct training of teachers to meet actual school conditions.

It is not intended that the work of the normal schools shall be exclusively technical; in fact, a portion of it should be distinctly cultural. However, the cultural and the technical work should be separately organized, so as to prevent confusion of aims in the administration of courses of study.

The value of the land, buildings and equipment operated by the normal schools is \$2,946,520. For the last five years the average yearly appropriation per school for repairs and other improvements has been \$32,882, and during the same period the

normal schools have expended on an average per school the annual sum of \$24,275 for the purchase of supplies.

The Board early realized that economy and efficiency of administration required that a business agent should be employed to co-operate with the normal school principals in purchasing supplies and in keeping the buildings in right condition. Such an agent has been in the employ of the Board only a little more than a year, and already it is clear that his services are effecting decided economies in the administration of the schools themselves and in bringing larger returns for money expended for repairs and supplies.

The Auditor of the Commonwealth and the business agent of the Board have co-operated in installing a uniform system of accounting for the normal schools. All receipts by the schools from tuition, the sale of supplies and board are now paid into the treasury of the Commonwealth. While the new system of accounting has increased somewhat the cost of administration of the schools, its installation is fully justified by the more adequate information, available for the Board and the Legislature, on the financial administration of these schools.

Efforts have been made to extend the influence of the normal schools. The conferences described above have resulted in a keener appreciation by the faculties of these schools of their responsibilities in the betterment of the conditions of the public schools to which their graduates go. Since 1898 the normal school at Hyannis has maintained a summer school, which has grown steadily in size and influence. For the two preceding summers the commissioner and deputy commissioner and the agents of the Board have held conferences with superintendents of schools at the Hyannis summer school, which have served to bring the Board of Education into more intimate contact with the work of the union superintendents. The attendance at the Hyannis school for the summer of 1912 was 299. A school, with a session of one week, was held at the North Adams Normal School during the summer of 1912, just prior to the opening of the schools in the Berkshires. Nearly 300 teachers and superintendents were in attendance. The normal school at North Adams has for two years conducted correspondence

courses with country teachers, and thus, at comparatively little added expense, has in a large measure extended its influence, especially among young teachers having their first actual experience.

For some years it has been evident that the Massachusetts Normal Art School requires for its successful development better facilities and accommodations. The Board also is convinced that the school shall be more closely identified with the educational interests and activities of the State.

The principal of the school, George H. Bartlett, having expressed his desire to resign as soon as his successor could be chosen, the Board thereupon determined to revive the office and title held by Walter Smith, first principal of the school, namely, director of art education in Massachusetts. The position of agent for the promotion of manual arts had not been filled after the death of Frederic L. Burnham. The Board, after careful consideration, elected James Frederick Hopkins (director of the Maryland Institute Schools of Art and Design) director of art education in Massachusetts, with the understanding that this position should include the duties of principal of the State Normal Art School and also those of agent of the board for the promotion of manual arts. Mr. Hopkins expects to devote his first year of service, beginning Sept. 1, 1912, mainly to the problem of defining the place of the Normal Art School in the educational and industrial development of Massachusetts, and to outlining the policy which should govern the Board in finding a new location and in providing new equipment for that school. Mr. Bartlett, who had served as principal since September, 1883, was appointed principal emeritus.

IV. VOCATIONAL EDUCATION.

Vocational education of Massachusetts is mainly operated under the authority of laws which provide for State assistance to towns and cities maintaining this work, on condition that the Board of Education supervises such instruction.

In 1909 there were 5 day vocational schools and 10 evening industrial schools operating under the statutes on State-aided vocational education. Other schools under the supervision of the Board were the Smith's Agricultural School at Northampton and the Newton Industrial School. In 1912 there are 16

day vocational schools, 12 evening industrial schools and 5 agricultural departments operating under the provisions of the same law. In 1909 the number of pupils enrolled was 4,738; the total in 1912 is 7,164.

Vocational education must, of necessity, adapt itself to existing industrial needs. Hence, the prevailing types of work found in the day industrial schools are woodworking and machine shop trades; dressmaking and millinery; or studies relating to such occupations. Several experiments in additional lines of work, such as printing, electrical work, steam and gas engineering, are now under way.

Legislation enacted in 1911 made possible the establishment of agricultural departments in existing high schools. These were designed to give an effective vocational agricultural education under limited conditions, found in communities where only 15 to 25 boys were at one time ready for this work. Five departments have been opened and are in successful operation. Practical farming is done by the boys on their home farms.

Chapter 106 of the Acts of 1912 places a new type of vocational school under the supervision of the Board of Education, namely, an evening school designed for young women, seventeen years of age and over, employed during the day, who desire instruction in household arts.

The Legislature of 1911, at the request of the Board of Education, codified existing legislation relating to vocational education. The resulting measure, known as chapter 471 of the Acts of 1911, was carefully prepared and has proved effective in operation.

An important feature of the Board's responsibility in the supervision of vocational schools relates to the pedagogical organization of their work. In America, vocational education is still in an experimental stage, and it is necessary to study, in a variety of ways, the making of programs. The practice formerly prevailing in vocational schools resembled in many respects the methods followed in the manual training courses of technical high schools. There was a relatively large amount of abstract and theoretical instruction, while the practical work was often merely incidental.

In the preceding three years steady progress has been made

in defining and introducing programs of vocational education. It has been found desirable that pupils (from the beginnings of their courses) should perform much actual productive work; that each course should consist of definite units, as projects; that the products should be marketable; and that the major portion of the drawing, mathematics and other technical studies should be closely correlated with the practical work. A further development during the last year has been a requirement that, at the outset, the pupil should give considerably more than half his time to shop work, and thereby become thoroughly grounded in the fundamental processes connected therewith, and secure a body of concrete experience as a basis for the more abstract studies. Progress has also been made in outlining suitable projects for the various types of industrial schools, and in relating technical studies to such projects.

Originally, it was thought that industrial schools might be to some extent managed by special boards; but experience has shown that the most effective supervision, except in a few localities, is through school committees. The vocational schools established during the last three years have been organized under the school committees of their respective towns or cities. In order that representatives of the industries for which training is given may have close and helpful contact with these schools, the existing law provides for the formation of advisory committees. It is customary to select an advisory committee of at least three for each distinct department of a vocational school. The several committees act together on occasions where the interests of the school as a whole are concerned. It is required by the Board that the head of each department, the principal of the school and other executive officers shall confer frequently with the advisory committees.

Communities maintaining day industrial schools under the supervision of the Board are: —

Beverly.	New Bedford.	Quincy.
Boston.	Newton.	Somerville.
Hadley.	Northampton.	Springfield.
Harwich.	Northborough.	Westfield.
Lawrence.	Petersham.	Worcester.
Lowell.		

Communities maintaining evening industrial schools approved by the Board are:—

Boston.	Lowell.	Springfield.
Cambridge.	New Bedford.	Taunton.
Chicopee.	Newton.	Watertown.
Everett.	North Attleborough.	Westfield.
Holyoke.	Quincy.	Worcester.
Lawrence.	Somerville.	

Household arts schools organized under the provisions of chapter 106, Acts of 1912, are projected in the following communities:—

Boston.	Lowell.	Quincy.
Cambridge.	Methuen.	Somerville.
Everett.	Natick.	Wakefield.
Holyoke.	New Bedford.	Watertown.
Lawrence.	Newton.	Worcester.

Part-time education is given without State aid in connection with the public school systems of Fitchburg and Southbridge; while in the State-aided schools of Newton, Northampton and Worcester a limited number of pupils are taken on a part-time basis.

The following communities have established agricultural departments: Northborough, Hadley, Petersham, Harwich and Easton. Such departments are also projected in Concord, Stockbridge and Beverly.

Vocational education in Massachusetts is making steady progress. Painstaking attention must, however, be given to working out detailed programs, to the training of teachers, to the discovery of opportunities for productive work, and to the further enlistment of public interest. It is believed that part-time vocational education offers the largest opportunity for the immediate future wherever employers find it possible to co-operate. Agencies must be established for the training of industrial teachers. Hitherto the State has relied for teachers upon persons who have had experience in manual training or related fields, or upon skilled mechanics. The supply of teachers does not equal the demand. The Board of Education has in view measures looking to the systematic development of training agencies.

V. STATE AID TO HIGH SCHOOLS AND SUPERINTENDENCY UNIONS.

Towns which have a valuation not exceeding \$2,500,000 share in the income of the Massachusetts School Fund. Such towns are also required to belong to superintendency unions, the superintendents of which are paid in part from contributions by the State. A number of these towns also receive aid from the State, either in the shape of the \$500 grant for maintaining a high school or reimbursement for the payment of tuition of pupils attending a high school in another town or city. The Board of Education is required to examine and certificate superintendents of superintendency unions. For many years it has been customary for the Board to employ agents to inspect the schools in these unions and to co-operate with the superintendents of schools in rendering them more effective. It is apparent, therefore, that the Board has a definite responsibility for the supervision of education in these towns. The law authorizes little direct control, but in an advisory capacity the Board, through its agents, can be of much service. Such service may be rendered by outlining courses of study, by the inspection of high schools, by co-operation and supervision through agents, by the promotion of legislation and by the reorganization of unions.

During the past two years the commissioner has organized committees of normal school teachers to prepare courses of study in the several subjects for the elementary schools of these towns. Courses of study adapted to the first six grades have been outlined in considerable detail, not as prescriptive, but as suggestions to superintendents. These courses were completed and distributed at the beginning of the present school year, and have already demonstrated their value. In 1911 a special bulletin on agricultural projects suitable for use in rural schools was also prepared and distributed.

The law requires that high schools shall maintain courses to fit students for college. Furthermore, for many years, the Board has provided that schools inspected and approved by it shall be entitled to grant certificates to their graduates for admission to the State normal schools without examination. A special agent is employed by the Board to inspect the smaller

high schools of the State and to co-operate in rendering their programs more effective. Recently, after the death of the former agent of the Board, James W. MacDonald, the Board directed Clarence D. Kingsley, its agent, working in conjunction with Deputy Commissioner Orr, to examine the scope and possibilities of the work of the smaller high schools of Massachusetts, with a view to a partial reorganization of their programs, so that the instruction given shall be better adapted to local needs and shall at the same time properly qualify such students, as desire, for admission to college. A series of conferences has been held. A bulletin stating standards of work in small high schools is in course of preparation. Superintendents and high school teachers are co-operating in this undertaking, and several colleges have, through faculty members, expressed their interest and willingness to help in this endeavor.

The Board of Education is charged by law with the examination of candidates for positions as superintendents of unions, and is thus able to establish minimum standards of qualifications of such superintendents. The number of men seeking to enter professional work in this field at present is unfortunately small. When superintendents begin their work, Deputy Commissioner Orr and Mr. Warren advise and co-operate with them in order to secure efficient service. There is evidence that in the past three years the quality of rural school supervision has improved throughout the State.

During the past three years the Legislature has at the request of the Board passed certain laws for the improvement of the administration of education in towns composing superintendency unions. Among these are the following:—

(a) That the organization of unions must be with the approval of the Board of Education.

(b) That union superintendents shall, when elected, hold office for three years.

(c) That in the joint committees of unions of towns each town shall be equally represented.

(d) A provision designating certain duties of the superintendent, especially in connection with the nomination of teachers and recommendation of courses of study and text-books.

Readjustments of certain unions have been effected in the past three years, but in each case the new union has been

formed according to standards established by the Board. It is also the purpose of the Board gradually to make the unions more compact geographically in order to facilitate the work of superintendents and the meetings of joint committees.

The beginning of a system of State certification of teachers was made by the Legislature of 1911 in requiring that hereafter teachers in high schools aided by State grants shall hold certificates issued by the Board of Education. Before defining the conditions of certification, the Board called two conferences of college authorities in order to gain their co-operation in the definition and application of standards of certification. No provision is made for certification by examination, as it is believed that a sufficient number of properly qualified graduates of colleges will be available for all vacancies.

The Board has recommended to all the towns and cities in the State a system of accounting based partly on suggestions made by the Bureau of Education at Washington and partly upon suggestions made by the Massachusetts Bureau of Statistics. While the law does not provide that the Board should prescribe the use of any particular system, a majority of school committees in the State are now keeping their accounts in accordance with the principles laid down in connection with the system of accounting referred to above. All the statistical reports submitted by the towns show evidence of marked improvement.

VI. EDUCATIONAL LEGISLATION.

The Board during the past three years has prepared and submitted the following legislation, which has been enacted by the General Court:—

- (1) Certification of teachers in State-aided high schools.
- (2) Codification of legislation on vocational education.
- (3) Permanence of superintendency unions.
- (4) Tenure of office of superintendent of unions.
- (5) Duties and powers of superintendents of schools.
- (6) Relative to appointees of the Board of Education.
- (7) Earlier return of school statistics.
- (8) Equality of representation of towns in superintendency unions.
- (9) Power to approve bills given to the commissioner.

VII. INVESTIGATIONS AND REPORTS BY ORDER OF THE LEGISLATURE.

In accordance with instructions from the Legislature, the Board has made the following investigations, and presented reports thereon: —

(1) As to improving high school education and providing additional facilities for higher education. (Chapter 60 of the Resolves of 1911.)

(2) As to the maintenance of textile schools and tuition fees therein. (Chapter 62 of the Resolves of 1911.)

(3) As to more definite supervision of State educational institutions. (Chapter 63 of the Resolves of 1911.)

(4) As to authorizing the Lowell Textile School to grant degrees. (Chapter 85 of the Resolves of 1911.)

(5) As to establishing a State Normal school in or near Boston. (Chapter 97 of the Resolves of 1911.)

(6) As to establishing an agricultural school in or near Boston. (Chapter 109 of the Resolves of 1911.)

(7) As to the retirement allowance of certain teachers in the public schools. (Chapter 47 of the Resolves of 1911.)

(8) As to part-time schooling for working children. (Chapter 64 of the Resolves of 1911.) (Preliminary report.)

(9) As to methods of supporting the public schools of the Commonwealth. (Chapter 70 of the Resolves of 1911.)

(10) As to compensating cities and towns for schooling furnished to wards of the Commonwealth or of the City of Boston. (Chapter 136 of the Resolves of 1912.)

(11) As to the State Normal Art School and the Boston Normal School. (Chapter 47 of the Resolves of 1912.)

(12) As to the transportation of pupils attending high schools in cities or towns other than those in which they reside. (Chapter 39 of the Resolves of 1912.)

(13) As to educational institutions (schools for the deaf and textile schools) supported by the Commonwealth. (Chapter 31 of the Resolves of 1912.)

(14) As to the establishment of an art school in or near Taunton. (Chapter 16 of the Resolves of 1912.)

VIII. BULLETINS.

A series of bulletins on various topics relating to school administration, supervision and instruction is being issued from the office of the Board. The following bulletins have been completed: —

- (1) Agricultural Projects for Elementary Schools.
- (2) Information regarding Approval of Teachers in Vocational Schools.
- (3) Information relating to the Establishment and Administration of State-aided Vocational Schools.
- (4) Educational Legislation of 1911.
- (5) Massachusetts State-aided Vocational Schools.
- (6) School Statistics and Returns.
- (7) Suggestions to Local Communities on the Establishment and Administration of State-aided Vocational Agricultural Schools and Departments. (Not yet published.)
- (8) Agricultural Project Study.
- (9) Project Study Outlines for Vegetable Growing.
- (10) Agricultural Project Bibliography.
Bulletins 11 to 18 inclusive are suggested Courses of Study for the first six years, prepared by Committees of Normal School Teachers.
- (11) English Expression, including Reading, Composition, Language Lessons, Spelling and Penmanship.
- (12) Practical Science.
- (13) History.
- (14) Geography.
- (15) Practical Arts and Drawing.
- (16) Arithmetic.
- (17) Music.
- (18) General Reading.
- (19) Educational Legislation for 1912.

Additional bulletins and circulars are in preparation on the following topics: —

Organization and Courses of Study suggested for Small High Schools.
Suggestions to Union Superintendents regarding Supervision and Administration.

General Course of Study for Massachusetts Normal Schools.

Circular of information for the benefit of communities proposing to establish evening classes for women and girls under the provision of chapter 160 of the Acts of 1912.

Circular of information to the authorities of State-aided schools, drawing attention to certain approval factors on which approval may be based for the school year 1913-14.

Circular of information for the benefit of local communities now maintaining or desiring to establish work for girls and women under the provision of chapter 471.

Circular describing a system of records for vocational schools, with instructions for the introduction of the same into schools desiring to use it.

IX. PUBLIC EDUCATION IN GENERAL.

The Board of Education has, under the law, relatively slight direct responsibility for educational administration in towns and cities not in receipt of financial aid from the State. Its one specific function in connection with such municipalities is the collection and publication of statistics. Indirectly, however, there is large opportunity for the Board and its agents to influence educational ideals and practices in all the public schools of Massachusetts. Superintendents, school committees and others are generally disposed to receive suggestions, and eager to secure available information on better methods of procedure.

From the beginning of its existence the Board of Education has been charged with the responsibility of collecting statistical information concerning public education, and publishing these data so as to afford a means for the comparison of one municipality with another as regards attendance and various forms of expenditure. For many years statistics thus collected and published have been inadequate because the figures for attendance have been reported for the school year ending June 30, whereas financial statistics have been based on a fiscal year which does not coincide with the above, and which is not uniform throughout the State.

In order to remedy this condition, the Board of Education has recommended to each town and city in the State a uniform system of accounting, which makes it easily possible to report classified expenditures for any twelve months. The Board now requires that each town and city shall report classified expenditures, school attendance and other school facts regularly for the school year, commencing July 1 and ending June 30. The present report of the Board is the first that contains statistical information in accordance with this plan. It is now

possible to present per capita and other unit statements that have definite significance and that are helpful in comparing the school conditions of one town with those of another. As a rule, towns and cities have welcomed the new system of reporting. Action has been taken by the Board whereby the statistics published in its annual report shall be henceforth for the school year closing on the 30th of June next preceding. These statistics are thus reported a year earlier than has been the case heretofore.

The courses of study described above, which were prepared especially for the smaller towns, have also been rendered available for other communities should these elect to make use of them. The Commissioner of Education for some time has recommended a reorganization of the schools in densely populated communities, whereby children of the first six grades shall be educated in school buildings located reasonably near the homes of the pupils, while pupils over twelve years of age are to be taught in central schools, in which departmental work and differentiated courses of study are to be given. Four conferences of city superintendents have been held with a view to discussing details of the proposed reorganization. The city of Beverly and the town of Walpole, after serious consideration, have inaugurated experiments along the lines recommended.

Fewer teachers' institutes have been held during the last two years than formerly. Superintendents and other educators are generally agreed that the development of summer schools as a substitute for the institute is advisable.

In several directions it would be profitable for the Board to establish in an advisory way agencies for the promotion of public education throughout the Commonwealth in addition to those now in operation. Under the law, all towns and cities are required to maintain medical inspection. There is need, however, of a State agent, fully qualified in this field, who should visit and co-operate with the towns in maintaining and rendering more effective such medical inspection. Again, it would be an advantage to education in Massachusetts if the State employed a specially trained agent, who could give his services to communities in the enforcement of the laws on compulsory education, on the census, and on the oversight and custody of truants.

B. NORMAL SCHOOLS.

Following a suggestion made by the commissioner, the principals of certain of the State normal schools during the past school year have submitted brief reports upon those features of the work of their respective schools which seemed to warrant special consideration. Portions of some of these reports are here summarized or quoted, with occasional comment, because of the public interest which attaches to them.

I. BRIDGEWATER STATE NORMAL SCHOOL.

Principal Boyden of the Bridgewater Normal School submits a statement showing the increase in the number of students in the three-year and four-year courses since 1907. A table presents these facts as follows:—

	1907.	1912.
Two-year students,	144	167
Three-year students,	47	78
Four-year students,	44	81
Special students,	15	24
Totals,	250	350

Principal Boyden expresses the opinion that the longer courses are justified because of the opportunity they offer for specialization in lines of work now demanded in the schools, and for a greater amount of practice teaching. There is a growing demand from superintendents for teachers who have acquired special training. Among the branches in which special training is desirable are primary methods, methods in reading, school dramatization, music, drawing, handicrafts, blackboard sketching, penmanship, nature study and school gardening, school games and playground supervision, practical science, the elements of domestic science, and departmental subjects in the upper grades.

In the work of the normal school itself, certain distinct lines of specialization have been developed, such as the following:

A three-year kindergarten-primary course, in response to the

demand for special preparation for teaching in the lower primary grades.

An intermediate course of three years, due to need of a larger amount of practice in preparation for teaching in the elementary grades.

A four-year course, due to the growth in departmental teaching in the upper grades.

The kindergarten-primary course includes: first, certain normal school subjects directly or indirectly connected with the primary grades; second, a careful study of kindergarten principles in connection with actual work in a modern kindergarten; third, an abundance of practice in a subprimary grade, bridging the gap between the kindergarten activities and the formal primary studies; fourth, practice in the different primary grades of the training school for the purpose of understanding the stages in child development and to gain the power to adapt the principles to the curriculum in use; fifth, one half year of practice, under supervision, in primary grades of the neighboring cities and towns, in order to gain practical experience in school-room teaching and management.

In practice teaching, a certain differentiation has been established.

I. *Practice in the Training School.* — This is directed along four particular lines, as follows: —

(1) Specific observation and study of the characteristics and habits of children.

(2) Specific study of the methods of teaching.

(3) Methods of examining and correcting children's work.

(4) Teaching of individual children, of groups of children, and, finally, of a grade — all under careful criticism.

II. *Teaching in Outside Schools.* — For one half year the students are assigned as assistants in rooms or buildings, under experienced teachers approved by the normal school authorities. Here the student teacher assumes his or her full share in assisting the regular teacher in conducting classes and in individual teaching. From time to time the assistant is left in full charge of the room, or serves as a substitute in the building or in another school of the town, as the superintendent may require. The men act as assistants to the principal of the building,

and thus share in supervising and directing the activities of the school.

The departmental teaching in the upper grades is organized under five heads: —

- (1) School administration.
- (2) Practical arts.
- (3) Practical science.
- (4) History, literature and foreign language.
- (5) Advanced mathematics and science.

The results in these courses are summed up as follows by Principal Boyden: —

That these courses are accomplishing the purposes for which they were established is shown by the following results: in recent years over 100 of the graduates have supplemented their normal school work by college work; 50 have taught in normal schools; over 50 have taught in high schools; 70 have been masters of large city grammar schools; 15 are now superintendents or supervisors; 7 have been appointed to college positions; and a very large number of the women have been employed in the upper grades of grammar schools or as masters' assistants. In the light of the above facts, it seems evident that these courses should receive especial encouragement in better equipment for the work, in the enlargement of the curriculum and in larger compensation for the instructors.

Mr. Boyden discusses further the value of the advanced courses in the Bridgewater Normal School, and adduces as reasons therefor the opportunity of the graduates of the school to secure credit in higher institutions, and also the training that can be given in practical science as a desirable equipment for a teacher, especially one in the upper grades.

II. WESTFIELD STATE NORMAL SCHOOL.

Principal Brodeur of the Westfield Normal School calls attention to the growth of the school, and to the demand for its students for the teaching force of Springfield and Chicopee, as evidence of the quality of the instruction.

In describing the courses given at the school, he notes particularly the work in chemistry, in methods, in manual arts, in literature and in music. The instruction in chemistry has been planned to be of definite practical value to the student, both as

regards her own health and her ability to advise her pupils. He writes as follows:—

We are teaching chemistry to the students of this school in order that they may guard their own lives and conserve their own powers; and that they may seek to lead their pupils to assume an attitude of caution towards practices as injurious as they are common, as pernicious as they are widespread. We believe such efforts are invaluable and should be continued indefinitely.

The work in methods relates to the forms and records connected with school work, the means whereby a schoolroom is kept in proper condition, and also deals with telling stories to children so as to secure the best results. Specific attention has been given to methods of instruction in the subjects taught in the elementary school, namely, reading, language, spelling, geography and history.

Work in manual arts is in charge of three teachers and comprises the following subjects: the fundamental course is that in art, and when students have been taught the theory of color, the laws of perspective and have had some training in the application of the theory of design to the practical affairs of life, a correlation is made with the courses in basketry, woodworking, raffia, paper folding and cutting, sewing, and the tooling of leather. A valuable training in useful and æsthetic hand work is given.

In literature, the school undertakes to put at the command of the teacher a large amount of material for use in the schoolroom. A brief statement is made by Principal Brodeur, as follows:—

To this end the course in literature requires a variety of effort, a knowledge of: (1) nursery rhymes and jingles, fables, folk stories, myths and legends; (2) the great stories of the world; (3) selections from such poems and prose works of many authors as are usable in the schoolroom; (4) a habit of committing to memory a certain amount of valuable literature from day to day; (5) an incidental acquaintance with the men and women who write, in their human relationships; and (6) a review of three or four of the novels of the masters of our language. We have not yet come to know with assurance the selections to be made nor the amount of work to be profitably required, but we believe we are pursuing the right method and following the right paths.

In music the same plan is being followed as in literature. One particular aim is to develop as far as possible musical appreciation.

III. HYANNIS STATE NORMAL SCHOOL.

The success of the summer school at the Hyannis Normal School emphasizes, according to Principal Baldwin, the need of certain additions to the equipment of that school. He states that land adjoining the dormitory should be secured to provide for tent-houses and temporary dining hall. Existing dormitory facilities are inadequate to meet the demands of those attending the summer school. Accommodations have been secured in the village of Hyannis, through the courtesy of the people of the community, but at best these arrangements are not altogether convenient. By using the regular dining hall of the school for two sets of people, and with the temporary dining room on the plot of land which it is proposed to secure, accommodations have been provided for 225 boarders, as against the former limit of 70. Principal Baldwin makes the following recommendation:—

I believe that we should ask the Legislature for money with which to purchase this field, which we are already so thoroughly utilizing, and a tract of land on the shore sufficient in size to allow for continued expansion. The plot of land next to the dormitory consists of 1.05 acres, which can be had for \$1,200. This seems to good judges a reasonable price.

The chief physical attraction of our summer session is, of course, the seashore. Without access to this, our summer school would be sadly handicapped. There is no finer bathing beach on the shore than this which we have been using for fifteen years. With some additional land on the seashore we could construct additional cheap structures for summer use, following the lines which we have found safe hitherto, and without the aid of special appropriations from the State.

It is increasingly difficult to secure desirable land. The shore land is likely, at any time, to be purchased by persons who will be unwilling to sell. This land will continue to increase in value. We need a part of it at once, if the summer school continues to grow within the next five years as it has during the past five years.

As regards the work of the summer school at Hyannis, the question has arisen as to whether the present practice of giving

courses for the full five weeks should be modified by introducing courses of one or two weeks, so that persons taking these short courses might come in relays. It has been suggested that by such an arrangement an attendance of from 1,000 to 1,200 teachers could be secured each summer. In the opinion of Principal Baldwin, the intensive study throughout the term of five weeks possesses large value, and this feature of the summer school has proved so successful and has done so much to increase the efficiency of teachers and superintendents, that it should be retained as an essential part of the school work. His statement of the plan now followed is given herewith:—

In order to carry out the above-mentioned purpose, it has seemed desirable to depart from the program of the typical summer school. Instead of listening to many lectures, inspirational in character, each day, the student has been required to devote his time to one or two subjects for the full five weeks. In this connection he was expected to prepare lessons, recite and submit to examination as in regular school work.

The work has been so planned that the recitations come for the most part during the forenoon, from 8 to 11.30 o'clock, leaving the afternoon for laboratory work, expeditions, bathing and sailing, and the evening for study.

Under this plan a student may make considerable progress in one subject during one summer, and may go back to his school refreshed in mind and body, and ready for more intelligent, inspiring and vigorous work during the next school year. On the succeeding year, he may take another subject, and become renewed and strengthened along other lines.

His conclusion is as follows:—

If the schools of the State are to be built up and permeated with modern methods, something more intensive and far reaching must be given to them. Believing this very strongly, I wish to urge the continuation of the plan as it has been worked out here at Hyannis. It may be well to supplement this work with short courses, both at Hyannis and in other normal schools of the State, but I hope that such plans may not be allowed to interfere with the continued development and growth of our present plan at Hyannis.

IV. FITCHBURG STATE NORMAL SCHOOL.

Principal Thompson of the Fitchburg Normal School states that more and more the work of that school is based upon the professional aim as its distinctive purpose. The work is also

differentiated, particularly with reference to the demands of the first six grades.

The requirement, now fully in effect, whereby students entering the normal school must be graduates of an approved high school or have equal education, makes possible more attention to professional work. Scholarship, however, is not lost sight of in the training. Principal Thompson writes on this point as follows: —

Though the work of the normal school must be professional, — to develop the power to manage and to teach, — it does not follow that there may not be thereby a great gain in scholarship. The best way to fix knowledge is to teach others; and new facts and truths are more readily acquired and assimilated when necessity sends us in search of them. By making the work of this school strictly professional, much more of vital importance to teachers will be gained and nothing of scholarly attainment need be lost.

In brief outline, the plan of work at the Fitchburg Normal School is as follows: —

The entering class is divided into groups of from twelve to twenty. The members of each group are selected because of their fitness to work together.

Each group studies in sequence, with proper allotment of time for each division of the work, the kindergarten and each grade in order.

In connection with the observation of the work of different character, there is discussion of courses and methods, and a study of children. The discussion is closely correlated with work in observation. After the work in observation, a certain amount of practice teaching is done, but the regular practice teaching is deferred until the second year.

One third of the second year is spent in practice teaching and the remaining two thirds in a study of certain courses. The full statement of Principal Thompson upon this matter is given herewith: —

One third of the second year is spent by the student in teaching under expert supervision, but with as full a responsibility for general management and discipline as though she were in charge of a room in any town or city school. Each pupil, before receiving a diploma, not only shall have faithfully and honorably completed a full course of study in the

normal school proper, but also shall have demonstrated in the practice school her ability to control and to teach.

The remaining two thirds of the second year are spent in the study of children, as a basis for a thesis to be prepared for graduation, in the study of biology and genetic psychology, history of education, physical culture, vocal culture, gymnastics, manual training, in collecting material for and performing simple graded experiments in physics and chemistry (such experiments as may be used in grades below the high school), in the study of English classics that may be read below the high school, of algebra and geometry for grammar grades, and in the study of nature.

The purpose of the work in the first six grades is thus defined: —

In the first six grades, as, in fact, in the work of every school through to the university, the aim should be to make the work real, — to make school life real life instead of artificial and formal, guided by arbitrary rules deduced from supposed fundamental principles of education. Emerson's statement that the pupil learns more on his way to and from a school should not be true — it never should have been true. School life should be just as real, just as interesting, just as free and spontaneous as the life of the pupil on his way to and from school. The one great change that must come in the grades is the change from formal, uninteresting routine work to real living. The function of education as exercised by the school should be to give to the pupil every day an opportunity to live completely. The school must look for its course of study to the world of work to-day, rather than to the ideals of education of the middle ages.

This does not mean that there shall be no formal drill work for the sake of acquiring facts of knowledge, such as facts of multiplication, but it means that the pupil will see the use of these facts, and feel the need of them before he is required to learn them.

Principal Thompson also calls attention to the importance of distinguishing sharply between two phases of school work: —

(a) The acquirement of purely mechanical knowledge for its value as a tool and (b) the school experiences that develop personality and growth in life must be thoroughly understood by those who are going to teach. We believe with Rousseau that education should follow nature, but we realize that nature works differently in dealing with purely mechanical things and in dealing with life.

He advises strongly the organization of the school on the basis of a year of forty-eight weeks, as thereby valuable time

could be saved by students who are pursuing the work, and, furthermore, the plant now valued at \$500,000 would not stand idle for two months each year, as is now the case.

V. LOWELL STATE NORMAL SCHOOL.

Principal Durgin, of the Lowell Normal School, recommends strongly the development of a course in playground preparation. He states that such training would be of especial value to teachers who are to fill positions in cities, and that there is an increased demand for persons competent to supervise playground work. One feature of such a course would be instruction upon the planning of a playground, with reference not only to its usefulness but to its attractiveness. He states his conclusion as follows:—

If every student in the school goes out prepared to handle the playground activities after a brief experience in rural districts, where she may have had opportunity to work out some plans of her own, is it not advisable that she be met in her first experience on the city playground by a supervisor in charge, who shall not only have been an experienced teacher of children, but also have had the newest methods in playground work which the normal school may have been able to give her?

The fact that the city playground is at present in a state of transition from the management by outside agencies, where the end in view is to a great extent philanthropic, to the management by the educational authorities, where the intent is to have the pedagogical point of view somewhat in evidence, makes it unnecessary to train a very large number of such supervisors at the present time; but the course is suggested, in the hope that, beginning now, we shall be able to keep, so far as the production of supervisors is concerned, abreast of the demand which seems to be inevitable in the near future.

Principal Durgin also argues for the development of a department for training teachers and supervisors of music; he asserts that at present there is no definite standard for such work, and, consequently, that the teaching of music throughout the State is not as effective as it should be. There is a large demand for teachers and supervisors in this work. As the State has made music a feature of the curriculum of the normal school, and authorizes the employment of a teacher of music in each school, it is incumbent upon the normal school to make

such training as effective as possible. He suggests the following course for grade teachers:—

- (a) To read and write the language of music.
- (b) To hear tones and feel rhythm on seeing the representation.
- (c) To express thought with the singing voice.
- (d) To recognize and write simple melodic phrases.
- (e) Skill to present the subject-matter of music clearly and logically.
- (f) Sufficient skill and sensitiveness to tonal conditions to secure and retain the naturally beautiful tones of children's voices.

In other words, normal school students must gain the ability to do well the things they are to teach the children to do. As has been stated, it is entirely feasible, up to a certain point, to train the grade teachers so that they will have a mastery of the subject-matter, *i.e.*, the principles of tune and time as applied to the first six grades. Beyond that point, the services of the supervisor, who should be a very thorough musician, are indispensable. Varying capacity of grade teachers for instruction in music makes the skilled supervisor necessary.

VI. STATE NORMAL ART SCHOOL.

The development of the Massachusetts Normal Art School is a subject to which the Board is giving earnest attention. In three papers read at an institute of superintendents of schools, supervisors, and teachers of drawing, manual training and others, under the auspices of the State Board of Education, at Boston, April 12, 1912, and presented elsewhere in this report, are contained a variety of valuable suggestions to this end.

The first paper, by Walter Scott Perry, director of the School of Fine and Applied Arts, Pratt Institute, defines the function of the Normal Art School in the training of teachers and supervisors of drawing, art and manual training.

Leslie W. Miller, principal of the Pennsylvania Museum and School of Industrial Art, discusses in the second paper the relations of a State school of art to the industries of the Commonwealth.

The third of these papers, presented by James Frederick Hopkins, director of art education in the State, deals particularly with the working equipment required by the Massachusetts Normal Art School.

VII. SALEM STATE NORMAL SCHOOL.

Principal Pitman of the Salem Normal School in his report discusses the importance of training teachers for commercial schools and commercial departments of high schools. He notes the resolution of the National Education Association in 1905 on the need of such professional training, and also the action of certain teachers' associations of Massachusetts to the same effect.

The department for the training of commercial teachers at the Salem Normal School was established in 1908, and was the first in the country to provide such instruction in a normal school. Mr. Pitman describes the equipment of the department as modern and complete; he mentions particularly the commercial museum with its illustrative material, and the library with its works of reference. The teachers in the department have, besides a liberal education, exact and thorough knowledge of the subjects taught, and also professional training and actual experience in business and in teaching in secondary schools. The minimum requirement for admission is graduation from an approved high school, or equivalent preparation. In many instances the students in this course have had the advantages of higher instruction and of experience in teaching or in business. The prescribed course is three years in length, and its completion is recognized by a diploma. Advanced students may elect courses of one or two years, and receive a certificate upon their completion. The statistics of enrolment are as follows: —

	Number.	Average age.
Three-years course,	53	18 years, 11 months.
Two-years course,	42	20 years, 11 months.
Elective courses,	47	23 years, 7 months.
Total,	142	

Of this number, 11 students have had college training, 14 are graduates of normal schools, and 16 have had training in private commercial schools.

Of the students who entered the normal school from the high school, 33 have taken the commercial course, and 64 are grad-

uates of either the classical or general course; 15 have had experience in business, and 11 have taught in elementary or secondary schools. Graduates of the school secure in school positions, in the first year after graduation, salaries ranging, in the case of men, from \$700 to \$1,400; and in the case of women, from \$500 to \$1,000. The demand for teachers exceeds the supply. A large proportion of the graduates are employed in Massachusetts, and most of them become teachers in the public high schools.

Principal Pitman states that the purpose of the three-years course is to combine with the necessary and desirable technical training a broad and somewhat varied education. He describes this course, in outline, as follows:—

The informational and cultural subjects, which are also to a considerable extent fundamental to technical and professional training, include English throughout the course; general history, American history and civics, the history of commerce and economics; physiography, commercial geography and industrial geography; industrial physics and chemistry; music, drawing and gymnastics. Instruction in modern languages, although usually included in the curriculum of the commercial department of the secondary school, has not been given, since in the high school these languages would naturally be taught by specialists, who have received better preparation than the normal school could hope to give.

The course in English is planned to meet both the cultural and the vocational need. Although it aims to give an appreciation and a breadth of view essential to the teacher of literature, the subject is also considered from the modern social and economic point of view, in order that the student may become acquainted with the problems, the ideals and the meaning of the wide field of commerce and industry.

In addition to the cultural value, the aim of the courses in history is the comprehension of present economic and political conditions, as revealed through the study of their development. The subject is presented in three courses for successive years, including general history, American history and civics and the history of commerce. A close connection is made between these courses and the related subjects of economics and industrial and commercial geography.

The purpose of the course in economics is to provide the student with a reasonably comprehensive knowledge of our social system, and with the best methods of interesting the pupils of the secondary school in the problems of modern community life. In this connection, each student is required to make an intensive study of some phase of social economics. In this we are materially aided by the co-operation of the Associated Charities of Salem, and other local organizations which exist

for civic betterment. Among other subjects, the students consider the housing problem of cities, city planning, the development of harbors and transportation facilities.

Physiography is made the basis for a thorough understanding of general and commercial geography; and a study of physics and chemistry, in their applications to commercial and industrial operations, acquaints the student with the raw materials of manufacture and commerce. Courses in general and economic geography follow the study of physiography. An advanced course is given in industrial geography, founded on the study of local industries, and leading to an intensive study of the resources, markets and transportation in the United States, and the industrial personality of nations.

The laboratories of these courses are local industrial establishments, the freight house, yard and cars, local docks and freighters. Abundant concrete illustrative material is also exhibited in the industrial and commercial museum, which contains many of the raw materials of commerce, together with manufactured articles in various stages of production. The latter have been generously contributed by manufacturers.

Coupled with these courses is one in industrial science, which includes the more important principles of physics and chemistry, and is calculated to make the student familiar with many of the more common scientific terms, materials and operations which are likely to be met in commercial work. The course includes individual laboratory work, and, through visits to industrial plants, opportunity is afforded to study both physics and chemistry in their relation to local industries.

The technical training aims to give a thorough understanding of all of these subjects usually included in the commercial curriculum. It includes the study of commercial arithmetic, a theoretical and practical knowledge of elementary and advanced bookkeeping, business principles, and the fundamental principles of higher accounting.

Business practice is carried on with a private commercial school, and, through an arrangement with business houses in Boston and Salem, opportunity is afforded students for a considerable amount of actual office experience in one of the largest department stores in New England, and in the real estate, insurance and brokerage business. In these establishments the students are subject to all the rules which apply to other office employees. Each is employed for several consecutive weeks, at a moderate compensation. Besides learning the specific line of work, to which he is assigned, he has the privilege of making himself somewhat familiar with other departments of the office, under the direction of those in charge.

Shorthand and typewriting are taught from the standpoint of efficiency before the attention of the students is directed to methods of instruction. Practical experience is provided by the school office, for which a variety of work is performed, and by the several business houses with which the school has relations.

Our students are also advised to secure business experience through employment during vacations, and many avail themselves of such opportunities. They are thus made familiar with the requirements of the business world, and are consequently better prepared to train young men and women to meet the demands which will be made upon them in the positions for which they are being prepared in the commercial departments of high schools.

The professional training consists of two clearly defined, but not distinct, lines of work,—the science of education and the art of teaching. The former includes the study of physiology, with special reference to personal and school hygiene, educational psychology, the purpose and principles of education, including educational values, and general and special methods of teaching, school organization and management, and the history of education, in which one of the aims is to give a comprehensive knowledge of the great educational movements and their relation to social and industrial progress. The latter consists of ample opportunity for observation of methods of instruction in the commercial departments of two large city high schools and in a private commercial school, followed by practice in teaching in the same schools. The teaching is performed under actual classroom conditions, and is carried on under the joint supervision of the teachers in the several schools and the instructors in the normal school. A reasonable amount of time in the junior and middle years is given to systematic observation in approved schools, and twelve weeks in the senior year are devoted entirely to observation and practice in teaching. Besides this experience, many of the students are permitted to act in the capacity of substitute teachers for considerable periods of time, thus having opportunity to secure actual experience in management as well as in teaching.

Lectures on the subjects of the commercial course, methods of instruction, business methods, and topics of social and economic interest, by people who may be considered authorities, are an important feature of the course.

The following summary of the field of service for the graduates of the department of commercial teachers is also presented by Principal Pitman:—

There is a steadily increasing demand for men and women who have been trained to appreciate our industrial and commercial possibilities, and who are competent to take the initiative in dealing with the great problems of production and distribution, as well as for those who are content to perform the routine duties of the office in recording the business transactions of others. Many of our large manufacturers and merchants, and those who serve them in the more responsible positions, will, in the future, be trained in our higher schools of business administration, but the public high school must, in some measure, perform the

same function. It must offer a variety of vocational courses which shall also be both broad and cultural. This is especially true of the commercial course. It must also give thorough technical training, and it must articulate with the business world, so that its graduates may not fail to stand the test of commercial efficiency. The teachers, therefore, who are responsible for their preparation for citizenship and for business, must possess a sound and well-balanced general education, a thorough and practical knowledge of the technical subjects of the commercial course, acquired in part through actual experience in the business office, and must be familiar with the theory and practice of teaching. It is the purpose of this course to attain these results so far as it may be possible in the three years of prescribed study and practice.

C. THE STAFF OF THE BOARD.

I. CHANGES AND ADDITIONS IN 1912.

Charles A. Prosser, who had been for two years deputy commissioner in charge of the field of vocational education, resigned from that position April 1, 1912, in order that he might assume the duties of secretary of the National Society for the Promotion of Industrial Education. This position is one of large responsibility and gives great opportunity for advancing the cause of vocational education.

James W. MacDonald, who for twenty years served as agent of the Board in the supervision and inspection of the high schools of the State, particularly of those receiving grants from the treasury of the Commonwealth, died Aug. 5, 1912.

Mr. MacDonald brought to his work with the Board an excellent equipment of general education, of experience as a teacher and of personal qualities. He graduated from Bowdoin College in 1867, and after serving in succession as principal of the high schools at Rockland, Hanover and South Abington (now Whitman), he became head of the high school at Stoneham in 1876. This position he held until his appointment as agent of the Board in 1892.

Mr. MacDonald discharged the duties of his office with the utmost devotion and fidelity. He gave freely of his time and strength in assisting principals and teachers of high schools to maintain standards of efficiency. He also did much to promote the cause of public education in general throughout the State. He was a frequent contributor to the literature of education in his reports and in articles written for educational journals.

The Board has elected Clarence D. Kingsley as agent in the field of the supervision of public secondary schools. He began his work Sept. 1, 1912. Mr. Kingsley graduated from Colgate University in 1897; he holds the degree of Master of Arts, granted in 1904 by Columbia University. He taught four years in Colgate University, and for the past eight years was teacher in the Manual Training High School of Brooklyn, N. Y. He is chairman of a committee of the National Education Association on the Articulation of High School and College. This committee made a report in 1911 on the relation of colleges and high schools, and is now engaged in a study of high school programs, aims and methods. Mr. Kingsley, under the auspices of the United States Bureau of Education, has made an exhaustive report on college entrance requirements throughout the United States. He is especially interested in the constructive revision of the work of the public secondary school.

Walter I. Hamilton of New Bedford has been appointed agent of the Board in immediate charge of the work of registration of teachers. He entered the service of the Board Oct. 15, 1912. Mr. Hamilton is a graduate of the Bridgewater Normal School, and has, in addition, pursued courses in the summer sessions at Harvard University and Clark University. After a period of teaching in Maine, he became, in 1903, a supervising principal in Indianapolis, Ind., where he remained two years. Since 1905 he has been at the head of the Thomas Donaghy School in New Bedford, Mass. He is widely acquainted with the teachers by reason of his work as chairman of the committee on legislation of the Massachusetts Teachers' Federation, and as chairman of committees of other organizations of teachers. It is the purpose of the Board, through the services of Mr. Hamilton, to organize as far as possible an effective means whereby teachers seeking positions and school committees seeking candidates for vacancies may be brought into communication with each other. It is hoped in this way to increase the efficiency of the teaching service.

The increase in day and evening courses of trade instruction for girls and the introduction of vocational courses in household arts, in consequence of the passage of chapter 106 of the Acts of 1912, have made additions to the staff of the office necessary to

provide for the proper supervision of such courses. This need has been met by the appointment of Miss Helen R. Hildreth as agent of schools related to the wage-earning occupations of women and girls, and of Mrs. Eva W. White as agent in charge of the training of women and girls in household arts.

Miss Hildreth has taught in the Manhattan Trade School for Girls in New York City, and also in the State Trade School at New Britain, Conn. She is at present director of the vocational work of the Women's Educational and Industrial Union, Boston. Miss Hildreth brings to her service with the Board a long experience in the training of girls in wage-earning occupations, and wide and accurate knowledge of technical and trade requirements.

Mrs. White is the head of the Elizabeth Peabody House, one of the largest settlement houses in Boston. She had opportunity, before entering upon her work at the Elizabeth Peabody House, to gain an expert knowledge of social service, which she has supplemented by a wide experience with women and girls employed in wage-earning trades.

Miss Hildreth began service Aug. 1, 1912, and is to serve alternate months up to Aug. 1, 1913. Mrs. White began service July 1, 1912, and is to serve alternate months up to July 1, 1913. Frederick W. Turner, on temporary leave of absence from the Mechanic Arts High School of Boston, has been employed for a portion of 1912-13 as special agent for vocational education.

PART II.

DETAILED REPORT

OF

WORK OF THE BOARD.

PART II. — DETAILED WORK OF THE BOARD.

- I. Summary of Statistics, School Years 1910-11 and 1911-12.
- II. Normal School Data.
- III. Admission to Normal Schools.
- IV. Certification of Teachers in State-aided High Schools.
- V. The Small High School.
- VI. State Aid for High Schools.
- VII. High School Tuition Reimbursement.
- VIII. Registration of Teachers.
- IX. Certification of Superintendents of Schools.
- X. List of Superintendents of Schools.
- XI. Table of Superintendency Unions.
- XII. Teachers' Institutes.
- XIII. Kindergartens.
- XIV. Vacation Schools.
- XV. County Training Schools.
- XVI. Academies.
- XVII. Private Schools.
- XVIII. State-aided Vocational Education.
- XIX. Vocational Agricultural Education.
- XX. Massachusetts School Fund.
- XXI. Financial Statement of the Board.

DETAILED REPORT.

I. SUMMARY OF STATISTICS, SCHOOL YEARS 1910-11 AND 1911-12.

In accordance with plans stated in the seventy-fifth annual report, the school returns now furnish statistics for the school year ending six months before the publication of the annual report of the Board. Furthermore, the data for attendance, membership and enrolment, and for the cost of the public schools, are for one and the same school year.

For the school year 1910-11, a report is made only of data on school attendance, membership, enrolment and teaching force. For the school year July 1, 1911, to June 30, 1912, statistics are given of attendance, enrolment and also of cost.

Notwithstanding the extra labor involved, school committees and superintendents have co-operated effectively with the Board in making these changes in the school returns. It has been impossible in a few instances for cities and towns to send exact information on the sources whence the schools derived their support for the year 1911-12, as between local tax, State aid and other revenue, so that the totals for expenditures classed as cost and for expenditures classified according to means of support do not agree. It is hoped these difficulties may be overcome by another year, and an exact agreement be reached.

Continued progress in the use of the system of school accounts, described in the seventy-fifth report (pages 106 to 110) and recommended by the Board for towns of less than 5,000 population, is likely to promote ease and accuracy in making returns of fiscal data in the future.

Statistics on school attendance are classified as in former reports; data on expenditures are classified as recommended by the United States Commissioner of Education, and described in the seventy-fifth annual report of the Board (pages 110 and 111).

An abstract of the school returns for the school year 1910-11 and for the school year 1911-12, which gives the data of each town and city and the totals for the State, is found on pages i to clix.

A summary of statistics of attendance for the school year July 1, 1910, to June 30, 1911, and of both attendance and expenditures for the school year July 1, 1911, to June 30, 1912, follows: —

A. — SUMMARY OF STATISTICS FOR SCHOOL ENROLMENT, MEMBERSHIP, ATTENDANCE AND TEACHING FORCE FOR THE SCHOOL YEAR JULY 1, 1910, TO JUNE 30, 1911.

I. Number of Public Day Schools.

1. Number of towns, 321; cities, 33. Total, 354.

All have made the annual returns required by law.

2. Number of public schools based on the single class room as the unit of comparison, 12,166
Increase from the preceding year, 67

II. Average Number of Months the Public Schools have been kept.

1. Average number of months the public schools have been kept during the year, $9\frac{5}{20}$
Decrease, $\frac{2}{20}$
2. Average number of months the high schools have been kept during the year, $9\frac{9}{20}$
Increase, $\frac{3}{20}$

III. School Census Data.

1. Number of persons in the State Sept. 1, 1910, between the ages of seven and fourteen years: males, 205,826; females, 204,559; total, 410,385
Increase in the total, 9,209
2. Number of persons in the State Sept. 1, 1910, between the ages of five and fifteen years: males, 285,662; females, 284,085; total, 569,747
Increase in the total, 11,238
3. Number of illiterate minors in the State Sept. 1, 1910, over fourteen years of age: males, 3,044; females, 2,244; total, 5,288
Decrease in the total, 1,324

IV. Public School Enrolment and Attendance Data.

1. Number of pupils between seven and fourteen years of age attending the public schools during the school year,	343,315
Increase,	3,774
2. Number of different pupils between five and fifteen years of age attending the public schools during the school year,	472,920
Decrease,	142
3. Number of pupils under five years of age attending the public schools during the school year,	8,196
Decrease,	1,376
4. Number of pupils over fifteen years of age attending the public schools during the school year,	57,729
Increase,	1,922
5. Total enrolment of pupils of all ages in the public schools during the school year,	538,845
Increase,	404
6. Average membership of pupils in all the public schools during the school year,	485,768
Increase,	1,465
7. Average attendance in all the public schools during the school year,	450,522
Increase,	3,113
8. Percentage of attendance based on the average membership,	93
9. Percentage of attendance based on the total enrolment,	84
10. Number graduated from grammar schools during the school year,	28,491
Increase,	1,481

V. Public School Teachers.

1. Number of teachers required in the public schools during the year: men, 1,516; women, 14,463; total,	15,979
Increase,	196
2. Number of teachers in the public schools who have graduated from college: in high schools, 1,967; in the elementary schools, 499; total,	2,466
Increase,	56
3. Number of teachers who have graduated from normal schools,	8,365
Increase,	188

VI. Public High Schools.

1. Number of public high schools,	270
Increase,	2
2. Number of teachers in the high schools,	2,542
Increase,	79
3. Number of pupils in the high schools: boys, 29,633; girls, 35,643; total,	65,276
Increase,	3,363
4. Number of pupils admitted to the freshman class: boys, 11,374; girls, 12,965; total,	24,339
Increase,	1,931
5. Number of graduates from high schools: boys, 3,614; girls, 5,175; total,	8,789
Increase,	564

VII. Public Evening Schools.

1. Number of cities and towns having public evening schools,	63
Decrease,	1
2. Number of evening schools,	316
Increase,	53
3. Number of teachers,	2,008
Increase,	10
4. Number of different pupils in attendance: males, 39,733; females, 21,052; total,	60,785
Decrease in the total,	481
5. Average attendance,	25,433
Decrease,	1,648
6. Expended upon evening schools,	\$350,608 76
Increase,	\$721 92

VIII. Public Kindergartens.

1. Number of cities and towns having public kinder- gartens,	35
Increase,	1
2. Number of public kindergartens,	298
Decrease,	1
3. Number of teachers,	512
Decrease,	24
4. Number of pupils,	16,581
Increase,	74
5. Cost of public kindergartens,	\$336,285 60
Increase,	\$4,096 01

IX. Academies and Private Schools.

1. Number of incorporated academies,	46
Increase,	2
2. Whole number of pupils in the academies for the year,	7,915
Increase,	498
3. Amount of tuition paid in the academies during the year,	\$839,400 11
Increase,	\$232,895 20
4. Number of private schools returned,	296
Decrease,	61
5. Whole number of pupils in the private schools during the year,	95,413
Decrease,	80
6. Amount of tuition paid in private schools (much of it estimated),	\$976,275 59
Increase,	\$147,589 04

B. — SUMMARY OF STATISTICS FOR SCHOOL ENROLMENT, MEMBERSHIP, ATTENDANCE, TEACHING FORCE AND EXPENDITURES FOR THE SCHOOL YEAR JULY 1, 1911, TO JUNE 30, 1912.

I. Number of Public Day Schools.

1. Number of towns, 321; cities, 33. Total, 354.
All have made the annual returns required by law.
2. Number of public schools based on the single class room as the unit of comparison, 12,396
Increase from the preceding year, 230

II. Average Number of Months the Public Schools have been kept.

1. Average number of months the public schools have been kept during the year, $9\frac{6}{10}$
Increase, $\frac{1}{10}$
2. Average number of months the high schools have been kept during the year, $9\frac{1}{10}$
Increase, $\frac{1}{10}$

III. School Census Data.

1. Number of persons in the State Sept. 1, 1911, between the ages of seven and fourteen years: males, 208,873; females, 206,535; total, 415,408
Increase in the total, 5,023
2. Number of persons in the State Sept. 1, 1911, between the ages of five and fifteen years: males, 290,217; females, 286,943; total, 577,160
Increase in the total, 7,413

3. Number of illiterate minors in the State Sept. 1, 1911, over fourteen years of age: males, 4,684; females, 4,248; total,	8,932
Increase in the total,	3,644

IV. Public School Enrolment and Attendance Data.

1. Number of pupils between seven and fourteen years of age attending the public schools during the school year,	347,819
Increase,	4,504
2. Number of different pupils between five and fifteen years of age attending the public schools during the school year,	479,222
Increase,	6,302
3. Number of pupils under five years of age attending the public schools during the school year,	8,420
Increase,	224
4. Number of pupils over fifteen years of age attending the public schools during the school year,	59,272
Increase,	1,543
5. Total enrolment of pupils of all ages in the public schools during the school year,	546,914
Increase,	8,069
6. Average membership of pupils in all the public schools during the school year,	492,311
Increase,	6,543
7. Average attendance in all the public schools during the school year,	458,065
Increase,	7,543
8. Percentage of attendance based on the average mem- bership,	93
9. Percentage of attendance based on the total enrolment,	83
10. Number graduated from grammar schools during the school year,	28,432
Decrease,	59

V. Public School Teachers.

1. Number of teachers required in the public schools dur- ing the year: men, 1,615; women, 14,818; total, .	16,433
Increase,	454
2. Number of teachers in the public schools who have graduated from college: in high schools, 2,066; in the elementary schools, 513; total,	2,579
Increase,	113
3. Number of teachers who have graduated from normal schools,	8,619
Increase,	254

VI. Public High Schools.

1. Number of public high schools,	270
Increase,	0
2. Number of teachers in the high schools,	2,728
Increase,	186
3. Number of pupils in the high schools: boys, 31,528; girls, 37,791; total,	69,319
Increase,	4,043
4. Number of pupils admitted to the freshman class: boys, 12,262; girls, 13,366; total,	25,628
Increase,	1,289
5. Number of graduates from high schools: boys, 3,774; girls, 5,681; total,	9,455
Increase,	666
6. Expenditures for high school support,	\$3,990,923 18
Increase,	\$466,325 46

VII. Public Evening Schools.

1. Number of cities and towns having public evening schools,	73
Increase,	10
2. Number of evening schools,	342
Increase,	26
3. Number of teachers,	2,134
Increase,	126
4. Number of different pupils in attendance: males, 39,869; females, 23,403; total,	63,272
Increase in the total,	2,487
5. Average attendance,	28,836
Increase,	3,403
6. Expended upon evening schools,	\$342,398 74
Decrease,	\$8,210 02

VIII. Public Kindergartens.

1. Number of cities and towns having public kinder- gartens,	35
Increase,	0
2. Number of public kindergartens,	314
Increase,	16
3. Number of teachers,	527
Increase,	15
4. Number of pupils,	18,116
Increase,	1,535
5. Cost of public kindergartens,	\$356,272 60
Increase,	\$19,987 00

IX. *Cost of the Public Schools for Support.*A. Total expenditure for the *support* of the public schools, \$18,769,204 85¹

Increase, \$2,126,733 69

This expenditure is distributed among the following classes indicated in the statutory definition of support: —

1. School committee: —

Salaries, \$64,917 34

Other expenses, 152,621 75

2. Superintendence of schools and enforcement of the law: —

Salaries, 398,247 40

Other expenses, 111,232 12

3. Supervisors: —

Salaries, 306,569 96

Other expenses, 16,442 68

4. Principals' salaries, 1,592,147 35

5. Teachers' salaries, 11,076,576 95

6. Text-books, 502,748 68

7. Stationery, supplies and miscellaneous, 583,302 50

8. Janitors' service, 1,290,040 98

9. Fuel, 825,771 72

10. Miscellaneous expenses of operation, 228,199 46

11. Repairs, replacement and upkeep, 799,542 55

12. Libraries, 2,848 92

13. Promotion of health, 118,940 28

14. Transportation, 362,185 09

15. Miscellaneous expenses, 336,869 12

B. Amount included in the total expenditure for *support* as given under IX., A, but derived from other sources than local taxation or its equivalent, such as aid from the State, income from local funds, voluntary contributions, etc., \$951,207 43

Increase, \$280,956 20

C. Amount raised by *local taxation* and expended for the *support* of public schools, being the total expenditure for such support as given under IX., A, diminished by contributions for such support from other sources than local taxation as given under IX., B, \$17,817,997 42

Increase, \$1,845,777 49

¹ This amount includes for the first time expenditures for repairs, replacement and upkeep.

X. Cost of the Public Schools for Buildings.

- A. Total expenditure for *buildings* for the public schools, \$3,733,729 50¹
 Decrease, \$737,949 51
 This expenditure is distributed as follows:—
 1. New grounds, buildings and alterations, \$3,469,940 96
 2. New equipment, \$263,788 54

XI. Total Cost of the Public Schools for Support and Buildings.

1. Total expenditure from all sources for *support* and *buildings* for the public schools, that is, for all public school purposes, \$22,502,934 35
 Increase, \$1,388,784 18

XII. Cost of the Public Schools per Child.

1. Average *taxation* cost of the public schools for *support* (IX., C) for each child in the State between the ages of five and fifteen years (III., 2), \$30 87
 Increase, \$2 84
 2. Average *taxation* cost of the public schools for *support* (IX., C) for each child in the average membership of the public schools (IV., 6), \$36 19
 Increase, \$3 21
 3. Average expenditure on account of the public schools for *support* and *buildings*, including *State* and *other contributions* as well as money raised by *taxation* (XI., 1), for each child in the State between five and fifteen years of age (III., 2), \$38 98
 Increase, \$1 92
 4. Average expenditure on account of public schools for *support* and *buildings*, including *State* and *other contributions* as well as money raised by *taxation* (XI., 1), for each child in the average membership of the public schools (IV., 6), \$45 71
 Increase, \$2 11

XIII. Percentage of State Valuation expended for Public School Purposes.

1. Percentage of the total State valuation (April 1, 1911) raised by *local taxation* and expended for the *support* of the public schools (IX., C),004 $\frac{37}{100}$ or \$4.37 per \$1,000
 Increase,000 $\frac{28}{100}$ or \$0.28 per \$1,000

¹ This amount for the first time does not include expenditures for repairs, replacement and upkeep.

XIV. Vacation Schools, 1911.

1. Number of vacation schools supported at public expense,	49
2. Number of cities and towns having vacation schools,	16
3. Number of teachers,	223
4. Number of pupils,	6,996
5. Average number of months schools were kept,	1 $\frac{7}{8}$
6. Cost of vacation schools,	\$14,851 17

XV. Academies and Private Schools.

1. Number of incorporated academies,	47
Increase,	1
2. Whole number of pupils in the academies for the year,	7,000
Decrease,	915
3. Amount of tuition paid in the academies during the year,	\$595,567 01
Decrease,	\$243,833 10
4. Number of private schools returned,	299
Increase,	3
5. Whole number of pupils in the private schools during the year,	95,273
Decrease,	140
6. Amount of tuition paid in private schools (much of it estimated),	\$965,219 03
Decrease,	\$11,056 56

II. NORMAL SCHOOL DATA.

Table showing number of teachers, admissions, attendance, etc.

STATE NORMAL SCHOOLS.	TEACHERS IN —				TOTAL ENROLMENT OF STUDENTS IN NORMAL SCHOOLS IN 1911-12.		Average member- ship of pupils in model and practice schools.	New students admitted to normal schools in September, 1912.	Number of graduates from normal schools in June, 1912.	Number of graduates from the schools beginning.
	NORMAL SCHOOLS.		MODEL AND PRACTICE SCHOOLS.							
	Men.	Women.	Men.	Women.						
Bridgewater,	9	11	1	12	34	307	406	176	127	4,045
Fitchburg,	5	9	5	12	29	262	665	116	96	728
Framingham,	7	14	—	11	—	310	256	140	105	3,141
Hyannis,	3	6	2	4	8	62 ¹	206	30	36	324
Lowell,	5	6	1	26	1	177	1,047	75	84	877
North Adams,	4	9	—	20	—	137 ²	655	70	57	641
Salem,	8	11	1	14	22	256	534	185	91	3,318
Westfield,	6	4	1	13	1	186	512	104	84	2,391
Worcester,	6	9	—	13	6	185	477	83	65	1,444
Normal Art (Boston),	15	5	—	—	63	260	—	84	48	1,661
Totals,	68	84	11	125	164	2,142	4,758	1,063	793	18,570

¹ In addition, summer session students, 299.² In addition, students in correspondence course, 39; also summer session students, 335.

III. ADMISSION TO NORMAL SCHOOLS.

A new plan of admission to the State normal schools has been put into effect during the past year. The requirements for admission, briefly, are as follows:—

The candidate, if a young man, must be at least seventeen years of age, and if a woman, at least sixteen years of age; for the course in Household Arts at Framingham, eighteen years of age.

The candidate must also possess physical fitness for the work of a teacher, and present a certificate of moral character.

Evidence of satisfactory preparation in ten units of academic work, of which three are to be in English, must be presented by either certification or examination.

Evidence must be furnished from the record of the candidate in the secondary school of success in subjects amounting to, at least, four units, in addition to the ten given above.

Graduates from public high schools on the approved list of the New England College Entrance Certificate Board, or from high schools approved for certification by the Board of Education, are entitled to exemption from examination in any subject in which a record of B (80 per cent.) has been made, when the principal of the high school shall state that the applicant is prepared to do satisfactory work in the normal school.

Examinations are held in June and September, at each normal school.

It is believed that the present plan of admission requirements gives desirable freedom to high schools in organizing their programs of work, and, at the same time, puts candidates for the normal schools under obligation to make thorough preparation. In passing upon the examination papers of candidates the purpose of the Board is to give credit for power and quality of scholarship, and to insist also on mastery of essential facts.

IV. CERTIFICATION OF TEACHERS IN STATE-AIDED HIGH SCHOOLS.

In accordance with chapter 375 of the Acts of 1911, the Board has defined the conditions of certification of teachers in State-aided high schools, and has granted certificates to applicants who have met the requirements for certification.

The interest among teachers in service at the time of the passage of the act is shown by the number who applied for general certificates on the basis of six months' successful experience as teachers in public high schools in Massachusetts.

With the cordial co-operation of college officers in this and other States, the issuing of preliminary certificates, on the ground of academic and professional training, has been accomplished without inconvenience to superintendents and school committees seeking to fill vacancies in State-aided high schools. It has been deemed advisable by the Board not to insist at present that a teacher shall give instruction only in subjects credited as majors and minors in his certificate, so that opportunity may be afforded colleges and high schools to adjust themselves to the certification requirements.

On and after Jan. 1, 1913, the Board requires that the candidate for certification shall have completed a certain amount of professional study. Such preparation may be made through work in college in certain subjects in education, through teaching experience, through a normal school course or by the completion of a course in education of at least thirty hours at an approved summer school. The attention of students now in college intending to enter secondary school teaching will be called to this requirement, in order that due preparation may be made for certification. It should be noted that a college graduate who has had no professional courses or teaching experience, and who desires to teach in a State-aided high school, can, by completing courses of work in a summer school, meet the requirements for professional training and thus secure a certificate from the Board.

In addition to general (application for which by law is no longer valid), preliminary and special certificates, the Board is now considering the conditions on which a permanent certificate is to be granted.

The plan of certification has not yet been in operation a sufficient length of time to warrant full conclusions as to its effect on the standards of work in the State-aided high schools. It ensures the selection of teachers with definite preparation for the work, and places academic subjects in the care of college graduates and special subjects in charge of instructors with training and experience in their particular field.

It is entirely probable that students who intend to teach will, in view of the requirements for certification, select courses in college to some extent with reference to the subjects they wish to teach in the high school.

A list of holders of certificates is to be prepared and distributed to school committees and superintendents throughout the State. Such a list will assist school officials in finding teachers for vacancies in high school positions.

The following table shows the number of teachers who have been granted certificates: —

	Men.	Women.	Total.
General,	167	420	587
Preliminary,	44	78	122
Special,	35	117	152
Total,	246	615	861

V. THE SMALL HIGH SCHOOL.

One hundred and fifty-one high schools in Massachusetts have each less than six teachers, and only about one sixth of the towns have high schools each with more than six teachers. These schools are of large importance to the towns in which they are situated. Many of them are recognized as factors of value to the social life of the community. The principal and assistants are in a position to exercise a wholesome influence, not only on the pupils, but also among the young people of the community. Towns must rely upon these schools to furnish preparation for college, and also to return to the community young people equipped for leadership in industrial, intellectual and civic life.

These small high schools are, therefore, confronted by many of the urgent problems of secondary education, and, at the same time, are hampered by special limitations. Equipment is often meager, and the teaching force is too small to provide a wide range of electives. The teachers themselves, while enthusiastic, sympathetic with youth and of natural ability, are isolated from others at work upon the same problems, are for the most part without experience or definite training for teach-

ing, and, as soon as they have gained experience, are likely to secure positions in larger schools.

The Board, in order to assist the small high school in solving its problems, is preparing a manual which is to contain a statement of the subjects that should find place in the program of such a school, together with a definition of the aims of each subject and a description of methods whereby these aims may be best attained. Certain principles of organization and administration, whereby a teaching force can be used to best advantage, will also be presented. It is hoped that the manual will be ready for distribution before the close of the school year, ending June 30, 1913. Preliminary to the preparation of the manual, a suggested program for a small high school has been printed and distributed among superintendents, principals and teachers. A series of conferences is being held at various centers throughout the State, at which the suggested program is made the basis for discussion. At a number of schools the proposed program is being tested or critically examined. The results of this study will be used in the manual.

It is further hoped that some organization may be formed, and methods of procedure devised, whereby an effective co-operation among high school teachers may be secured, so that the results of experience, observation and experiments in individual schools may be made common property. A concerted attack by high school teachers on unsettled questions of instruction and administration, if maintained for a term of years under competent direction, would give a body of approved practice that would be of great assistance to teachers who, with little or no experience, enter work in such schools. That improvement in teaching would follow, is inevitable.

The Board might well serve as a clearing house for information on results of methods, on content of subjects, devices and equipment, and on details of organization. A bulletin might well be issued monthly or quarterly and distributed to each small high school.

In carrying out this program, the work of visiting and inspecting high schools must include, in even larger measure than heretofore, the element of constructive supervision. The member of the staff of the Board who has in charge the field of the

high school should have, as an important and clearly defined duty, that of advising and directing teachers as to principles and methods, and on the general organization and program of the high school. This officer should also gather data on methods found most effective, on devices and on laboratory equipment, and place such information at the command of all the high schools of the State. He should also promote co-operation, and should direct and advise teachers who are trying out certain experiments.

The plan of certification of teachers in State-aided high schools, now in effect, is likely to improve the quality and increase the amount of preliminary training of teachers who begin their service in the small high schools. A better equipment in knowledge of subject taught and in method of presentation will improve the quality of instruction. Probably another result will be the development of a thoughtful attitude on the part of young teachers toward questions in secondary education, and an increasing disposition to study the needs and capacities of the boys and girls under their charge.

It, however, would be unfortunate if supervision by the Board and the publication and distribution of the manual and bulletins should beget a disposition on the part of high school teachers to follow directions, as a prescription or formula, in mechanical fashion. In any plan of supervision, full opportunity must be given for initiative, independent thought and action on the part of the teacher in dealing with particular situations. It is especially important that the attitude of the teacher should be that of the inquirer; only in this way can his own growth and that of the high school be assured. Nevertheless, it should be possible to lay down certain general principles of procedure that shall prevent much aimless and futile experimentation and ineffective teaching. In fact, the teacher at the outset of his career will do well to follow somewhat minutely the directions in the manual, and employ the methods of his predecessor until he has gained from experience the knowledge that shall give a basis for independent action.

While the Board is concerned particularly with the small high school, the larger public secondary schools may assist, and, in turn, profit in their own work. Inasmuch as the teaching

force in the latter schools is recruited mainly from the ranks of those who are employed in the smaller high schools, it is clear that any improvement in small high schools will have an influence to better the schools to which these teachers go. Consequently, the knowledge of methods and of administration possessed by those employed in the larger high schools may well be placed at the service of the smaller schools. Such effective co-operation possesses large possibilities.

In preparing a program for the small high school, while preparation for higher institutions, as colleges, normal schools and technical schools, has been kept in mind, the work of the first two years has been planned on general lines, both as to subject-matter and method. It seems fitting that in these two years the needs of the main body of the pupils should be given especial consideration. The subjects assigned to the last half of the high school course are, on the other hand, to be taught intensively, and with due regard to the specific demands of higher institutions.

Such a program should, on the whole, accrue to the advantage of the institutions which draw students from the small high schools. The teaching force is to be utilized to better advantage. The broad foundation laid in the early part of the course should be an excellent basis on which to build up the more formal subjects which follow. An effective standardization of the small high school will promote effective articulation of high school and college. It is also significant that recent modifications of the admission requirements in certain colleges of high standing are in accord with the proposed program of the Board.

The opinion of individual colleges on the plan of organization and instruction is being sought, and it is the purpose of the Board to hold at some time during the year a conference with representatives of the colleges of Massachusetts at which the program will be presented for discussion and criticism before the manual is issued.

Thus far conferences with high schools have been held as follows: —

DATE.	Place.	Attendance.
October 4,	Pittsfield,	70
October 14,	Newburyport,	50
October 18,	Ayer,	52
October 30,	Vineyard Haven,	50
November 15,	Hyannis,	55
November 22,	Fitchburg,	70
December 9,	Northampton,	60
Total,	407

VI. STATE AID FOR HIGH SCHOOLS.

Towns containing 500 families are required to maintain high schools. Other towns may maintain such schools, and, if approved by the Board of Education, receive State aid in each case to the amount of \$500 annually.

Twenty-six towns received the grant in 1903; 34 in 1904; 36 in 1905; 37 in 1906; 40 in 1907; 44 in 1908; 44 in 1909; 45 in 1910; and 47 in 1911.

The following 49 towns, having complied with the conditions of the law, received the \$500 grant for the school year ending June 30, 1912: —

Ashby,	Littleton,	Sharon,
Ashfield,	Lunenburg,	Sheffield,
Ashland,	Medfield,	Shelburne,
Avon,	Mendon,	Sherborn,
Bernardston,	Millis,	Shirley,
Bolton,	New Marlborough,	Shrewsbury,
Brewster,	New Salem,	Southborough,
Charlemont,	Northborough,	Sterling,
Charlton,	Northfield,	Stow,
Chester,	Norwell,	Sudbury,
Conway,	Orleans,	Tisbury,
Douglas,	Pembroke,	West Boylston,
Edgartown,	Petersham,	West Newbury,
Essex,	Plainville,	Williamsburg,
Granby,	Rutland,	Wilmington,
Hadley,	Sandwich,	Wrentham. — 49.
Huntington,		

VII. HIGH SCHOOL TUITION REIMBURSEMENT.

Any town of less than 500 families not maintaining a high school must make provision for high school instruction in other towns or cities.

Reimbursement of such payments for tuition by the State is made to the extent of either one half or the entire cost. The high schools attended must, however, be approved by the Board of Education.

Ninety-four towns sending 1,257 pupils were reimbursed in whole or in part for the school year ending June 30, 1912. In comparison with the school year ending June 30, 1911, this is a decrease of 1 town and an increase of 257 pupils.

The total amount distributed was \$53,243.79. This sum, added to that paid for the 49 State grants of \$500 each, gives a total of \$77,743.79 for aid to high schools.

Only 9 towns have no children in high schools. The average membership of the elementary schools in these towns is 189.

Table showing high school tuition reimbursements for the school year 1911-12, under section 3, chapter 42, Revised Laws, as amended by chapter 433, Acts of 1902, and chapter 537, Acts of 1911.

[NOTE. — Towns, the names of which are italicized, were reimbursed by the State for half tuition expenditures only.]

TOWNS.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Aeushnet, . . .	21	Fairhaven,	\$75 00	\$1,506 26
"	4	New Bedford,	75 00	262 50
Alford,	2	Great Barrington (Searles), . . .	54 00	108 00
<i>Auburn</i> ,	18	Worcester (South),	60 00	517 50
"	2	Worcester (Classical),	60 00	48 00
"	1	Worcester (English),	60 00	30 00
Becket,	1	Springfield (Commercial), . . .	100 00	50 00
"	2	Springfield (Technical),	100 00	200 00
"	1	Pittsfield,	36 00	36 00
"	4	Westfield,	50 00	200 00
"	1	Lee,	50 00	50 00
"	5	Chester,	60 00	166 50
<i>Bedford</i> ,	23	Concord,	55 00	554 75

High school tuition reimbursements, etc. — Continued.

TOWNS.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Bedford — Con., . . .	7	Lexington,	\$60 00	\$185 63
Bellingham,	19	Milford,	40 00	760 00
"	9	Franklin,	40 00	327 00
Berkley,	4	Fall River,	75 00	300 00
"	11	Taunton,	60 00	660 00
Berlin,	13	Hudson,	40 00	520 00
"	16	Clinton,	60 00	765 00
Blandford,	2	Chester,	60 00	120 00
"	1	Huntington,	45 00	45 00
"	3	Westfield,	50 00	150 00
"	2	Springfield (Technical),	100 00	150 00
Boxborough,	8	Concord,	55 00	317 25
"	3	Littleton,	36 00	108 00
Boylston,	5	Worcester (English),	60 00	240 00
"	1	Worcester (Classical),	60 00	60 00
"	5	Worcester (South),	60 00	255 00
"	4	Clinton,	60 00	132 00
"	2	Northborough,	30 00	54 75
Buckland,	30	Shelburne Falls (Arms Academy), .	42 00	1,106 00
"	6	Ashfield,	40 00	240 00
Carlisle,	4	Chelmsford,	20 00	67 50
"	9	Concord,	55 00	495 00
Cheshire,	33	Adams,	30 00	945 00
Chesterfield,	1	Springfield (Central),	100 00	100 00
"	1	Westfield,	50 00	50 00
Clarksburg,	6	North Adams,	45 00	270 00
Colrain,	25	Shelburne Falls (Arms Academy), .	42 00	997 00
"	1	Springfield (Technical),	100 00	100 00
"	3	Greenfield,	30 00	90 00
Cummington,	1	Springfield (Technical),	100 00	100 00
"	2	Springfield (Central),	100 00	200 00
"	1	Northampton,	50 00	50 00
"	1	Dalton,	36 00	36 00
"	9	Ashfield,	40 00	316 00
Dana,	5	New Salem,	40 00	176 00
"	1	Barre,	50 00	28 75
"	1	Springfield (Technical),	100 00	100 00
"	2	Athol,	36 00	46 00

High school tuition reimbursements, etc. — Continued.

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Dana — <i>Con.</i> , . . .	2	Petersham,	\$50 00	\$100 00
Dunstable, . . .	2	Concord,	55 00	110 00
" . . .	2	Pepperell,	30 00	36 00
Eastham, . . .	9	Orleans,	32 00	278 40
East Longmeadow, .	8	Springfield (Technical),	100 00	700 00
" " . . .	12	Springfield (Commercial), . . .	100 00	1,150 00
" " . . .	14	Springfield (Central),	100 00	1,400 00
Egremont, . . .	11	Great Barrington (Searles), . . .	54 00	511 50
Enfield, . . .	19	Athol,	36 00	657 90
" . . .	1	Springfield (Central),	100 00	40 00
Erving, . . .	3	Orange,	40 00	120 00
" . . .	2	Montague (Turners Falls), . . .	30 00	60 00
" . . .	9	Greenfield,	30 00	255 00
Florida, . . .	2	North Adams,	45 00	60 00
" . . .	2	Charlemont,	45 00	75 00
Freetown, . . .	3	New Bedford,	75 00	225 00
" . . .	9	Fall River,	75 00	513 75
" . . .	1	Taunton,	60 00	90 00
Gill, . . .	2	Northfield,	45 00	90 00
" . . .	5	Bernardston (Powers Institute), .	20 00	100 00
" . . .	11	Montague (Turners Falls), . . .	30 00	310 50
Goshen, . . .	2	Ashfield,	40 00	80 00
" . . .	2	Williamsburg,	35 00	35 00
Granville, . . .	1	Orange,	40 00	40 00
" . . .	7	Westfield,	50 00	283 75
Greenwich, . . .	5	Athol,	36 00	180 00
" . . .	2	Springfield (Technical),	100 00	117 50
" . . .	2	New Salem,	40 00	80 00
Hampden, . . .	4	Springfield (Commercial), . . .	100 00	350 00
" . . .	5	Springfield (Central),	100 00	450 00
" . . .	3	Springfield (Technical),	100 00	300 00
Hancock, . . .	1	Pittsfield,	36 00	36 00
Hanson, . . .	1	Rockland,	40 00	20 00
" . . .	1	Pembroke,	20 00	10 00
" . . .	29	Whitman,	38 00	464 50
Hawley, . . .	1	Charlemont,	45 00	45 00
" . . .	1	Ashfield,	40 00	40 00

High school tuition reimbursements, etc. — Continued.

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Heath, . . .	2	Charlemont,	\$45 00	\$90 00
Hinsdale, . . .	13	Pittsfield,	36 00	423 00
" . . .	3	Dalton,	36 00	108 00
Hubbardston, . . .	5	Gardner,	40 00	174 00
" . . .	3	Barre,	50 00	150 00
Lakeville, . . .	2	Taunton,	60 00	120 00
" . . .	17	Middleborough,	55 00	801 64
Lanesborough, . . .	29	Pittsfield,	36 00	900 00
" . . .	1	Dalton,	36 00	36 00
Leverett, . . .	1	Montague (Turners Falls), . . .	30 00	30 00
" . . .	5	Amherst,	35 00	175 00
Leyden, . . .	1	Greenfield,	30 00	30 00
Lynnfield, . . .	22	Wakefield,	50 00	1,041 25
" . . .	2	Lynn (English),	75 00	93 75
" . . .	8	Peabody,	45 00	347 68
Mashpee, . . .	5	Barnstable (Elizabeth Lowell), . . .	40 00	183 00
Middlefield, . . .	1	Springfield (Technical), . . .	100 00	66 00
" . . .	1	Worcester (South),	60 00	60 00
Middleton, . . .	33	Danvers,	50 00	1,550 00
" . . .	1	Salem,	50 00	100 00
Monroe, . . .	3	Charlemont,	45 00	135 00
Monterey, . . .	3	Great Barrington (Searles), . . .	54 00	144 00
Montgomery, . . .	1	Westfield,	50 00	50 00
" . . .	1	Huntington,	45 00	45 00
New Braintree, . . .	11	Hardwick,	50 00	550 00
" " . . .	6	North Brookfield,	40 00	235 00
Newbury, . . .	6	Newburyport,	12 00 ¹	36 00
" . . .	3	Newburyport,	48 00	72 00
Norfolk, . . .	1	Franklin,	40 00	36 00
" . . .	11	Walpole,	50 00	488 75
North Reading, . . .	39	Reading,	50 00	1,807 50
Oakham, . . .	9	Barre,	50 00	450 00
" . . .	1	Hardwick,	50 00	50 00
" . . .	2	Holden,	40 00	80 00
" . . .	6	North Brookfield,	40 00	240 00
Otis, . . .	1	Lee,	50 00	50 00
Paxton, . . .	2	Worcester (English),	60 00	75 00

¹ Foreign languages only.

High school tuition reimbursements, etc. — Continued.

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Paxton — <i>Con.</i> , . . .	1	Worcester (Classical),	\$60 00	\$30 00
“	1	Worcester (South),	60 00	60 00
“	1	Spencer,	39 00	39 00
“	3	Leicester (Leicester Academy), . .	50 00	150 00
Pelham,	5	Amherst,	35 00	156 00
Peru,	1	Springfield (Central),	100 00	100 00
“	2	Dalton,	36 00	72 00
“	1	Pittsfield,	36 00	36 00
Phillipston,	1	Templeton,	39 00	39 00
“	1	Athol,	36 00	36 00
Plainfield,	6	Ashfield,	40 00	240 00
Plympton,	2	Middleborough,	55 00	110 00
“	3	Kingston,	45 00	112 50
Prescott,	2	Boston,	100 00	200 00
“	2	Athol,	36 00	72 00
“	1	New Salem,	40 00	40 00
Raynham,	15	Taunton,	60 00	855 60
“	2	Easton,	40 00	80 00
“	2	Bridgewater,	50 00	100 00
Rehoboth,	3	Fall River,	75 00	180 00
“	5	Attleborough,	50 00	231 25
“	11	Taunton,	60 00	660 00
Richmond,	14	Pittsfield,	36 00	448 20
Rochester,	11	Fairhaven,	75 00	742 50
“	1	Middleborough,	55 00	55 00
“	6	Wareham,	45 00	222 75
Rowe,	1	Concord,	55 00	55 00
“	1	North Adams,	45 00	45 00
Rowley,	17	Newburyport,	48 00	784 00
“	24	Ipswich,	40 00	864 00
Royalston,	5	Athol,	36 00	180 00
“	5	Gardner,	40 00	123 00
Russell,	5	Westfield,	50 00	117 50
“	1	Huntington,	45 00	34 88
Salisbury,	2	Amesbury,	48 00	96 00
“	4	Newburyport,	12 00 ¹	48 00
“	7	Newburyport,	48 00	288 00
“	1	Merrimac,	40 00	40 00

¹ Foreign languages only.

High school tuition reimbursements, etc. — Continued.

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Savoy,	1	Amherst,	\$35 00	\$35 00
"	2	Adams,	30 00	60 00
Seekonk,	6	Attleborough,	50 00	129 37
"	5	Taunton,	60 00	139 50
Southampton,	1	Northampton,	50 00	50 00
"	1	Holyoke,	50 00	30 00
"	13	Easthampton,	45 00	585 00
"	2	Westfield,	50 00	100 00
Southwick,	11	Westfield,	50 00	550 00
Sturbridge,	2	Southbridge,	30 00	25 00
Sunderland,	15	Amherst,	35 00	525 00
"	1	Worcester (Classical),	60 00	60 00
"	1	Hadley (Hopkins Academy),	40 00	40 00
Swansea,	23	Fall River,	75 00	825 00
Tewksbury,	40	Lowell,	60 00	1,170 00
Truro,	2	Wellfleet,	40 00	50 00
"	3	Provincetown,	40 00	120 00
Tyngsborough,	26	Lowell,	60 00	1,500 00
Tyringham,	1	Lee,	50 00	50 00
Warwick,	9	Orange,	40 00	249 00
"	4	Northfield,	45 00	122 63
Washington,	3	Chester,	60 00	171 00
"	1	Westfield,	50 00	7 50
Wendell,	2	Orange,	40 00	68 00
West Bridgewater,	2	Easton,	40 00	12 00
West Brookfield,	28	Warren,	{ 30 00 40 00 }	{ 859 00
" "	1	Worcester (Classical),	60 00	36 00
" "	1	Worcester (English),	60 00	60 00
" "	2	Brookfield,	25 00	50 00
" "	1	Ware,	40 00	40 00
" "	1	Hardwick,	50 00	50 00
Westhampton,	5	Easthampton,	45 00	230 00
"	1	Northampton,	50 00	50 00
"	1	Springfield (Technical),	100 00	100 00
Westminster,	1	Fitchburg,	48 00	48 00
"	3	Gardner,	40 00	120 00
West Stockbridge,	3	Great Barrington,	54 00	162 00
" "	12	Pittsfield,	36 00	372 60

High school tuition reimbursements, etc. — Concluded.

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Whately, . . .	2	Northampton,	\$50 00	\$75 00
Wilbraham, . . .	4	Springfield (Central),	100 00	185 00
“	3	Springfield (Commercial),	100 00	115 00
“	19	Springfield (Technical),	100 00	787 50
“	2	Palmer,	35 00	26 25
“	4	Ludlow,	40 00	79 50
Windsor,	3	Dalton,	36 00	108 00
“	1	Adams,	30 00	30 00
“	1	Pittsfield,	36 00	36 00
Worthington, . . .	3	Springfield (Central),	100 00	240 00
“	2	Northampton,	50 00	100 00
“	1	Dalton,	36 00	36 00
Totals (94 towns),	1,257	84 schools,	\$47 15	\$53,243 79

Towns having a valuation per pupil in *excess* of the State average (\$8,069) and, therefore, were not entitled to State aid:—

Boxford (Academy),

Burlington,

Carver (High),

Chilmark,

Dover (High),

Gosnold,

Halifax,

Hamilton,

Harvard (High),

Holland,

Hopedale (High),

Hull,

Lincoln,

Longmeadow,

Marion (Academy),

Mattapoisett,

Nahant (High),

Oak Bluffs (High),

Princeton (High),

Shutesbury,

Stockbridge (High),

Tolland,

Topsfield (High),

Wenham,

Weston (High),

West Tisbury (High),

Westwood,

Yarmouth (High). — 28

Towns that did *not avail* themselves of the law:—

Ashburnham (Academy),

Brimfield (Academy),

Deerfield (Academy),

Gay Head,

Hatfield (Academy),

Mt. Washington,

New Ashford,

Sandisfield,

Wales,

Wellfleet (High). — 10

VIII. REGISTRATION OF TEACHERS.

In accordance with section 1 of chapter 731 of the Acts of 1911, the Board has made provisions whereby teachers who desire to make application for positions may register with this department. Lists of teachers who have filed applications have been distributed to superintendents of schools, and, through them, to school committees throughout the State. These lists give the name and address of each applicant, together with a brief statement of teaching experience and qualifications. The applicants are grouped as high school, elementary and special teachers. Three lists have been issued, as follows: —

	High school.	Ele- mentary school.	Special.	Total.
Feb. 1, 1912,	7	4	1	12
May 1, 1912,	8	7	4	19
Aug. 22, 1912,	5	8	6	19
Total,	20	19	11	50

An agent has recently been appointed in special charge of this field. Plans are now in operation to render effective service to school officials by giving information regarding eligible candidates, and also to secure positions for capable teachers.

There is evidence that superintendents of schools are welcoming the service thus rendered.

IX. CERTIFICATION OF SUPERINTENDENTS OF SCHOOLS.

The law under which approval of the Board of Education is a condition of eligibility for service as superintendent in a union was enacted in 1904.

The results of the qualifying examinations for each year are as follows: —

Superintendents certificated in 1904,	7
Superintendents certificated in 1905,	14
Superintendents certificated in 1906,	23
Superintendents certificated in 1907,	15
Superintendents certificated in 1908,	10
Superintendents certificated in 1909,	21
Superintendents certificated in 1910,	19
Superintendents certificated in 1911,	7
Superintendents certificated in 1912,	21

Of these, 58 have entered the service and are now at work.

X. LIST OF SUPERINTENDENTS, ALPHABETICALLY ARRANGED,
WITH THEIR SUPERINTENDENCIES.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Abbott, Winthrop P., . .	\$2,000	Greenfield, . . .	Greenfield.
Adams, Charles F., . .	1,600	Spencer, . . .	Spencer.
Aldrich, George I., . .	4,000	Brookline, . . .	Brookline.
Allen, Herbert L., . .	1,650	Dalton, . . .	Dalton.
Allison, J. Francis, . .	1,800	Great Barrington, .	Great Barrington.
Andrew, William W., . .	2,500	Salem, . . .	Salem.
Anthony, John C., . .	2,700	Melrose, . . .	Melrose.
Armstrong, George P., .	2,650	Belmont, . . .	Bedford, Belmont, Burlington. ✓
Atwell, Francello G., . .	1,950	Hopedale, . . .	Bellingham, Hopedale, Mendon.
Atwell, Willard B., . .	1,900	Wakefield, . . .	Wakefield.
Bagnall, Francis A., . .	2,500	Adams, . . .	Adams.
Barbour, Albert L., . .	3,200	Quincy, . . .	Quincy.
Bates, Charles H., . .	2,200	Middleborough, .	Middleborough.
Bemis, George M., . .	2,000	Andover, . . .	Andover.
Benedict, Frank H., . .	1,600	Cochituate, . . .	Dover, Sudbury, Wayland.
Blodgett, Samuel F., . .	2,200	South Framingham, .	Framingham.
Blount, Henry G., ¹ . .	1,500	South Hamilton, .	Hamilton.
Bowman, Mortimer H., .	1,600	Dighton, . . .	Berkley, Dighton, Rehoboth.
Brick, Francis S., . .	1,700	Maynard, . . .	Boxborough, Maynard, Stow.
Brooks, John D., . .	2,000	Natick, . . .	Natick.
Bryce, Catherine T., Ass't,	2,400	Newtonville, . .	Newton.
Burke, J. E., Ass't, . .	5,496	Boston, . . .	Boston.
Burton, John A., . .	1,400	Nantucket, . . .	Nantucket.
Carfrey, J. H., . .	1,800	Franklin, . . .	Franklin, Wrentham.
Carr, Ernest P., . .	1,900	Marlborough, . .	Marlborough.
Carver, Arthur H., ¹ . .	2,200	Lexington, . . .	Lexington.
Caswell, Almorin O., . .	1,850	Milford, . . .	Milford.
Chace, Seth Howard, . .	2,400	97 18th Street, Lowell,	Dracut, North Reading, Tewksbury, Tyngsborough, Wilmington.
Chaffin, W. E., . .	1,700	Egypt, . . .	Duxbury, Marshfield, Scituate.
Chidester, Albert J., . .	1,500	Warren, . . .	Holland, <u>Wales</u> , Warren.
Churchill, Samuel B., . .	1,500	Stockbridge, . . .	Stockbridge.
Clapp, George I., . .	2,200	Woburn, . . .	Woburn.
Clark, Charles S., . .	3,500	Somerville, . . .	Somerville.
Clarke, George B., . .	1,500	Lanesborough, . .	Cheshire, Hancock, Lanesborough, New Ashford.
Clay, Charles L., . .	1,500	North Dana, . . .	Dana, Greenwich, New Salem, Prescott. ✓
Cobb, Edwin S., . .	2,000	Winchendon, . . .	Ashburnham, Winchendon.

¹ Also principal of high school.

List of superintendents, alphabetically arranged, with their superintendencies — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Coggins, William L., . . .	\$1,500	Rockland, . . .	Rockland.
Cole, Albert S., . . .	1,700	North Dartmouth, . .	Dartmouth.
Congdon, F. K., . . .	2,500	Northampton, . . .	Northampton.
Corbin, F. E., ¹ . . .	2,250	Southbridge, . . .	Southbridge.
Cox, George W., . . .	2,000	Ware, . . .	Ware.
Cox, Philip W. L., . . .	1,600	North Easton, . . .	Easton.
✓ Crowell, Charles A., Jr., . .	1,600	Vineyard Haven, . .	Chilmark, Edgartown, Gay ✓ Head, Oak Bluffs, Tisbury, West Tisbury. ✓
Dame, Dana P., ¹ . . .	2,000	North Andover, . .	North Andover.
Davis, John C., . . .	1,800	Canton, . . .	Canton.
Davison, Frank P., . . .	1,800	Turners Falls, . . .	Montague.
De Coudres, Thomas H., . .	1,700	Grafton, . . .	Grafton, Upton.
DeMeyer, John E., . . .	2,200	Abington, . . .	Abington, Bridgewater.
Dempsey, Clarence H., . .	2,700	Malden, . . .	Malden.
Douglas, Frank A., ² . . .	2,400	Winthrop, . . .	Winthrop.
Durfee, Everett B., . . .	3,000	Fall River, . . .	Fall River.
Dyer, Franklin B., . . .	10,000	Boston, . . .	Boston.
Eaton, Charles M., ¹ . . .	2,200	Weston, . . .	Weston.
Edgerly, Joseph G., . . .	3,000	Fitchburg, . . .	Fitchburg.
Edson, Marshall O., . . .	1,500	Sterling, . . .	Princeton, Sterling, Westminster.
Eldredge, William F., . . .	1,400	Rockport, . . .	Rockport. ✓ ✓ ✓
✓ Eldridge, Albert G., . . .	1,500	North Adams, Box 233,	Clarksburg, Florida, Monroe, Savoy. ✓
Ellinwood, George F., . . .	1,800	Whitman, . . .	Whitman.
Erskine, Samuel H., ¹ . . .	2,250	Lancaster, . . .	Lancaster.
Evans, Osmon C., . . .	1,500	115 Lincoln Street, Worcester.	Auburn, Sutton.
Fales, Lewis A., . . .	2,200	Attleborough, . . .	Attleborough.
Farley, George L., . . .	3,250	Brockton, . . .	Brockton.
Fausey, John R., . . .	2,000	West Springfield, . .	West Springfield.
Ferguson, Chauncey C., . .	1,800	Millbury, . . .	Millbury, Oxford.
Fish, Charles E., . . .	1,600	Amesbury, . . .	Amesbury.
Fitts, Edward P., . . .	1,800	Mansfield, . . .	Mansfield, Sharon, Stoughton.
Fittz, Austin H., . . .	2,100	Norwood, . . .	Norwood.
Fitzgerald, Michael E., . .	5,000	Cambridge, . . .	Cambridge.
Frost, Gaius B., . . .	1,700	Georgetown, . . .	Boxford, Georgetown, Grove- land, Rowley.
Fuller, Robert J., . . .	2,075	North Attleborough, .	North Attleborough.
Galger, George H., . . .	1,800	Hyannis, . . .	Barnstable. ✓
✓ Gardner, Harry E., . . .	1,500	Hinsdale, . . .	Hinsdale, ✓ Peru, Washington, Windsor. ✓

¹ Also principal of high school.² Also principal of grammar school.

List of superintendents, alphabetically arranged, with their superintendencies — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
✓ Goodhue, Elbridge W.,	\$1,500	Haydenville,	✓ Chesterfield, Williamsburg, Worthington.
✓ Graves, Frank K.,	1,600	Provincetown,	Provincetown, Truro, Wellfleet.
Gray, John C.,	2,600	Chicopee,	Chicopee.
Grout, Edgar H.,	1,700	East Bridgewater,	East Bridgewater, West Bridge-
Gushee, Walter E.,	1,700	Ludlow,	water. Agawam, Ludlow.
Hall, I. Freeman,	2,500	North Adams,	North Adams.
Hall, Wells A., ¹	2,500	Concord,	Concord.
✓ Hardy, A. L.,	2,050	Amherst,	Amherst, Pelham.
Harris, Charles A.,	1,850	West Medway,	Holliston, Medway, Sherborn.
Harrub, H. W.,	2,400	Taunton,	Taunton.
Hayes, James S.,	1,600	Rockland,	Hanover, Hanson, Norwell.
Haynes, Edwin L.,	1,800	Methuen,	Methuen.
✓ Heavens, Francis J.,	2,100	Plymouth,	Plymouth.
Herron, Schuyler F.,	2,700	Winchester,	Winchester.
✓ Hicks, Bion E.,	1,600	Lee,	✓ Lee, Otis, Monterey, Tyringham.
✓ Hill, Frank H.,	2,000	Littleton,	Acton, Carlisle, Littleton, West-
Hine, Roderick W.,	2,200	Dedham,	ford. Dedham.
Hobson, Clifton H.,	1,900	Palmer,	Palmer.
✓ Howard, Elmer F.,	1,800	East Northfield,	✓ Gill, Leyden, Northfield, War-
Howard, Nelson G.,	2,500	Hingham Center,	wick. Cohasset, Hingham, Hull.
✓ Humphrey, Chester W.,	2,000	Rochester,	Carver, Lakeville, Raynham, Rochester.
Hunt, Charles L.,	2,100	Clinton,	✓ Clinton.
✓ Jenkins, Ira A., ¹	1,650	Foxborough,	✓ Foxborough, Norton, Plainville.
✓ Johnson, Frank C.,	2,000	Ayer,	✓ Ayer, Boylston, Shirley, West Boylston.
Johnson, William F.,	2,500	Wellesley Hills,	✓ Wellesley.
✓ Jones, Asa M.,	1,800	Baldwinville,	✓ Hubbardston, Phillipston, Roy-
Judkins, Clarence L.,	1,800	Barre,	alston, Templeton.
Keith, Allen P.,	4,000	New Bedford,	Barre, Hardwick, Petersham.
Keyes, A. H.,	2,200	Needham,	New Bedford.
✓ King, Theodore W.,	1,600	West Stockbridge,	Needham.
Kingman, Frederic W.,	2,150	Walpole,	✓ Alford, Egremont, Richmond, West Stockbridge.
✓ Knight, Herman C.,	1,600	Townsend,	✓ Walpole.
Knox, Herman N.,	1,700	Wareham,	✓ Ashby, Lunenburg, Townsend.
Lamprey, Leila M., Ass't,	1,900	Lawrence,	Marion, Wareham.
✓ Lewis, Alvan R.,	1,500	Belchertown,	Lawrence.
Lewis, Homer P.,	4,250	Worcester,	✓ Belchertown, Enfield.
Lewis, Mary A., Ass't,	1,350	Cambridge,	Worcester.
			Cambridge.

¹ Also principal of high school.

List of superintendents, alphabetically arranged, with their superintendencies — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
✓ Loring, Everett G., . . .	\$1,650	Kingston, . . .	Halifax, Kingston, Pembroke, Plympton. ✓
Lyman, C. S., . . .	2,100	Hudson, . . .	Hudson, Lincoln. ✓
MacDougall, James A., . .	2,600	Westfield, . . .	Westfield.
Mackin, John C., ¹ . . .	1,750	Manchester, . . .	Manchester.
Mahoney, John J., Ass't, .	2,500	Cambridge, . . .	Cambridge.
Manning, John H., ² . . .	1,550	Groton, . . .	Groton.
Marsh, Frank M., . . .	2,700	Milton, . . .	Milton.
Marston, John P., ² . . .	2,400	Ipswich, . . .	Ipswich.
Martin, Benjamin E., . . .	1,500	Chelmsford, . . .	Chelmsford. ✓
✓ Martin, Robert W., . . .	1,500	Ashfield, . . .	Ashfield, Cummington, Goshen, Plainfield. ✓
✓ McCann, Josiah S., . . .	1,700	Granville, . . .	Granville, Sandisfield, Southwick, Tolland. ✓
McCooley, Joseph P., . . .	888	Blackstone, . . .	Blackstone.
McSherry, Thomas Francis,	3,000	Holyoke, . . .	Holyoke.
Melcher, S. A., ² . . .	2,350	Whitinsville, . . .	Northbridge.
Merriam, Burr J., . . .	1,800	Marblehead, . . .	Marblehead. ✓
✓ Merrill, Leon O., . . .	1,500	Huntington, . . .	Blandford, Huntington, Montgomery, Russell. ✓
Miller, William D., . . .	1,900	Easthampton, . . .	Easthampton, Southamptn, Westhampton. ✓
Millington, William H., . .	1,800	784 Maple Street, Fall River.	Freetown, Westport.
Mitchell, Walter G., . . .	1,200	Williamstown, . . .	Williamstown.
Molloy, Hugh J., . . .	3,300	Lowell, . . .	Lowell.
Nickerson, Fred H., . . .	3,000	Medford, . . .	Medford.
Nims, Wesley E., . . .	1,600	Orange, . . .	Orange.
Parker, Walter S., Ass't, .	5,496	Boston, . . .	Boston.
Parkinson, William D., . .	2,500	Waltham, . . .	Waltham. ✓
✓ Paull, Austin R., . . .	1,900	Pepperell, . . .	Bolton, Dunstable, Harvard, Pepperell. ✓
Pearson, Parker T., . . .	2,000	East Weymouth, . . .	Weymouth.
Peaslee, Frank J., . . .	3,000	Lynn, . . .	Lynn.
✓ Pennell, Charles M., . . .	1,600	Uxbridge, . . .	Douglas, Uxbridge.
Persons, Claire G., . . .	2,500	Pittsfield, . . .	Pittsfield. ✓
✓ Poland, Mary L., . . .	1,650	15 Myrtle Street, Springfield.	East Longmeadow, Hampden, Longmeadow, Wilbraham. ✓
Pope, Frederic S., . . .	2,100	Gardner, . . .	Gardner.
Pratt, Henry H., . . .	1,500	North Brookfield, . . .	Brookfield, North Brookfield.
Price, Wilfred H., . . .	2,200	Watertown, . . .	Watertown.
Prior, Charles F., . . .	2,100	Fairhaven, . . .	Acushnet, Fairhaven, Mattapoisett. ✓
Putney, Freeman, . . .	2,300	Gloucester, . . .	Gloucester. ✓
✓ Putney, Walter K., . . .	1,500	Charlemont, . . .	Charlemont, Hawley, Heath, Rowe. ✓

¹ Also principal of grammar school.² Also principal of high school.

List of superintendents, alphabetically arranged, with their superintendencies — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
✓ Rafter, Augustine L., Ass't,	\$5,496	Boston, . . .	Boston. ✓ ✓
✓ Randall, Charles L., .	1,800	Holden, . . .	Holden, Oakham, Paxton, Rutland.
Record, C. A., . . .	2,700	Haverhill, . . .	Haverhill.
Reynolds, Fordyce T., .	1,600	Randolph, . . .	Avon, Holbrook, Randolph.
✓ Richards, Clinton J., .	1,600	22 Prospect Avenue, Northampton.	Bernardston, Hadley, Hatfield.
Richardson, Charles C., .	1,600	Leicester, . . .	Charlton, Leicester.
Ripley, Mrs. Ellor C., Ass't,	5,496	Boston, . . .	Boston.
Robinson, Albert, . . .	2,100	Peabody, . . .	Peabody.
Robinson, Ernest W., .	2,200	Webster, . . .	Dudley, Webster.
Safford, Adelbert L., .	2,500	Chelsea, . . .	Chelsea.
Sanborn, Henry C., . .	2,000	Danvers, . . .	Danvers. ✓
✓ Sanderson, William H., .	1,700	Chester, . . .	Becket, Chester, Middlefield.
Scully, John F., . . .	2,600	Arlington, . . .	Arlington.
Sheridan, Bernard M., .	3,500	Lawrence, . . .	Lawrence.
Sims, William F., . . .	1,800	Saugus, . . .	Saugus.
Small, Alberto W., . . .	1,700	110 State Street, Newburyport.	Merrimac, Newbury, Salisbury, West Newbury.
✓ Small, Robert O., . . .	2,700	Beverly, . . .	Beverly.
✓ Smith, Arthur W., . . .	1,500	Shelburne Falls, .	Buckland, Colrain, Shelburne.
Smith, Eldridge, ¹ . . .	1,000	54 Boylston Street, Cambridge.	Swampscott.
Spaulding, Frank E., .	5,000	Newtonville, . . .	Newton.
✓ Stacy, Chester R., . . .	1,700	West Yarmouth, .	Brewster, Dennis, Yarmouth.
✓ Stearns, Mrs. Cora A., .	1,500	Wendell Depot, .	Erving, Leverett, Shutesbury, Wendell.
✓ Stiles, Chester D., . . .	1,700	South Deerfield, .	Conway, Deerfield, Sunderland, Whately.
✓ Stone, Melville A., . . .	1,550	West Brookfield, .	New Braintree, Sturbridge, West Brookfield.
Swain, John H., . . .	1,800	Falmouth, . . .	Falmouth.
Taylor, Herbert F., . . .	2,500	Revere, . . .	Revere.
Thompson, Frank V., Ass't,	5,496	Boston, . . .	Boston.
Thompson, Thomas E., .	2,200	Leominster, . . .	Leominster.
✓ Tirrell, Edwin S., . . .	1,425	Nahant, . . .	Nahant. ✓
✓ Tower, Alfred O., . . .	1,600	Sheffield, . . .	Mount Washington, New Marlborough, Sheffield.
✓ Tucker, Charles A., . . .	1,700	Lenox, . . .	Lenox.
✓ Van Ornum, Frederick B.,	1,800	Northborough, . .	Berlin, Northborough, Shrewsbury, Southborough.
Van Sickle, James H., .	5,000	Springfield, . . .	Springfield.
Waldron, Harry C., ² . .	1,800	Westborough, . . .	Westborough.
Walter, Charles W., . . .	1,500	Hopkinton, . . .	Ashland, Hopkinton.
Ward, W. Scott, . . .	2,000	Athol, . . .	Athol.
Watkins, Harry T., ² . .	3,000	Reading, . . .	Reading.

¹ Two days per week.

² Also principal of high school.

List of superintendents, alphabetically arranged, with their superintendencies — Concluded.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Webber, Arthur B., . .	\$2,200	Stoneham, . . .	Billerica, Stoneham.
West, Melvin J., . .	1,800	Millis, . . .	Medfield, Millis, Norfolk, West- wood. ✓
Wheeler, Frederic A., . .	1,800	Monson, . . .	Brimfield, Monson.
White, Maurice P., Ass't, . .	5,496	Boston, . . .	Boston. ✓
Whitman, Herbert L., . .	1,600	Sandwich, . . .	Bourne, Mashpee, Sandwich.
Whitney, Fairfield, . .	2,500	Everett, . . .	Everett. ✓
Whittemore, Frederic E., . .	1,750	South Hadley Falls,	Granby, South Hadley.
Wiggin, Ralph L., . .	1,800	South Braintree, . .	Braintree.
Willard, Edgar L., . .	1,700	Newburyport, . . .	Newburyport.
Williams, Frederick F., . .	1,800	Y. M. C. A. Building, Fall River.	Seekonk, Somerset, Swansea.
Williams, Harvey R., . .	1,800	Wenham, . . .	Essex, Lynnfield, Middleton, Topsfield, Wenham.
Williams, Loring G., . .	1,800	Harwich, . . .	Chatham, Eastham, Harwich, Orleans. ✓
(Total, 194.)			

XI. TABLE OF SUPERINTENDENCY UNIONS.

Index to towns in the table.

[NOTE. — The number preceding the name of the town is that of the superintendency union in which the town is to be found in the following table.]

15 Abington.	12 Brookfield.
62 Agawam.	16 Buckland.
36 Acton.	39 Burlington.
31 Acushnet.	36 Carlisle.
57 Alford.	53 Carver.
40 Amherst.	32 Charlemont.
67 Ashburnham.	59 Charlton.
33 Ashby.	25 Chatham.
38 Ashfield.	49 Cheshire.
3 Ashland.	7 Chester.
51 Auburn.	56 Chesterfield.
43 Avon.	28 Chilmark.
69 Ayer.	75 Clarksburg.
5 Barre.	16 Colrain.
7 Becket.	61 Conway.
39 Bedford.	38 Cummington.
65 Belchertown.	50 Dana.
24 Bellingham.	61 Deerfield.
39 Belmont.	19 Dennis.
58 Berkley.	58 Dighton.
6 Berlin.	44 Douglas.
41 Bernardston.	34 Dover.
71 Billerica.	11 Dracut.
42 Blandford.	64 Dudley.
68 Bolton.	68 Dunstable.
17 Bourne.	1 Duxbury.
60 Boxborough.	18 East Bridgewater.
29 Boxford.	25 Eastham.
69 Boylston.	4 Easthampton.
19 Brewster.	21 East Longmeadow.
15 Bridgewater.	28 Edgartown.
8 Brimfield.	57 Egremont.

Superintendency Unions — Continued.

65 Enfield.	24 Hopedale.
45 Erving.	2 Hubbardston.
52 Essex.	42 Huntington.
31 Fairhaven.	48 Kingston.
75 Florida.	53 Lakeville.
73 Foxborough.	49 Lanesborough.
74 Franklin.	46 Lee.
72 Freetown.	59 Leicester.
28 Gay Head.	45 Leverett.
29 Georgetown.	27 Leyden.
27 Gill.	36 Littleton.
38 Goshen.	21 Longmeadow.
13 Grafton.	62 Ludlow.
26 Granby.	33 Lunenburg.
63 Granville.	52 Lynnfield.
50 Greenwich.	10 Mansfield.
29 Groveland.	1 Marshfield.
41 Hadley.	17 Mashpee.
48 Halifax.	31 Mattapoisset.
21 Hampden.	60 Maynard.
49 Hancock.	54 Medfield.
22 Hanover.	30 Medway.
22 Hanson.	24 Mendon.
5 Hardwick.	66 Merrimac.
68 Harvard.	7 Middlefield.
25 Harwich.	52 Middleton.
41 Hatfield.	14 Millbury.
32 Hawley.	54 Millis.
32 Heath.	75 Monroe.
47 Hinsdale.	8 Monson.
43 Holbrook.	46 Monterey.
37 Holden.	42 Montgomery.
20 Holland.	55 Mt. Washington.
30 Holliston.	49 New Ashford.
3 Hopkinton.	35 New Braintree.

Superintendency Unions — Continued.

66 Newbury.	2 Royalston.
55 New Marlborough.	42 Russell.
50 New Salem.	37 Rutland.
54 Norfolk.	66 Salisbury.
6 Northborough.	63 Sandisfield.
12 North Brookfield.	17 Sandwich.
* 27 Northfield.	75 Savoy.
11 North Reading.	1 Scituate.
73 Norton.	70 Seekonk.
22 Norwell.	10 Sharon.
28 Oak Bluffs.	55 Sheffield.
37 Oakham.	16 Shelburne.
25 Orleans.	30 Sherborn.
46 Otis.	69 Shirley.
14 Oxford.	6 Shrewsbury.
37 Paxton.	45 Shutesbury.
40 Pelham.	70 Somerset.
48 Pembroke.	4 Southampton.
68 Pepperell.	6 Southborough.
47 Peru.	26 South Hadley.
5 Petersham.	63 Southwick.
2 Phillipston.	9 Sterling.
38 Plainfield.	71 Stoneham.
73 Plainville.	10 Stoughton.
48 Plympton.	60 Stow.
50 Prescott.	35 Sturbridge.
9 Princeton.	34 Sudbury.
23 Provincetown.	61 Sunderland.
43 Randolph.	51 Sutton.
53 Raynham.	70 Swansea.
58 Rehoboth.	2 Templeton.
57 Richmond.	11 Tewksbury.
53 Rochester.	28 Tisbury.
32 Rowe.	63 Tolland.
29 Rowley.	52 Topsfield.

Superintendency Unions — Continued.

33 Townsend.	36 Westford.
23 Truro.	4 Westhampton.
11 Tyngsborough.	9 Westminster.
46 Tyringham.	66 West Newbury.
13 Upton.	72 Westport.
44 Uxbridge.	57 West Stockbridge.
20 Wales.	28 West Tisbury.
20 Warren.	54 Westwood.
27 Warwick.	61 Whately.
47 Washington.	21 Wilbraham.
34 Wayland.	56 Williamsburg.
64 Webster.	11 Wilmington.
23 Wellfleet.	67 Winchendon.
45 Wendell.	47 Windsor.
52 Wenham.	56 Worthington.
69 West Boylston.	74 Wrentham.
18 West Bridgewater.	19 Yarmouth.
35 West Brookfield.	

Superintendency Unions — Continued.

Number.	UNIONS.	When formed.	Valuation of assessed estate, April 1, 1911.	Number of schools, 1911-12.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.
					Service.	Salary.	
1	Duxbury,	1888	\$2,370,285	11	$\frac{1}{3}$	\$250 00	\$416 67
	Marshfield,	1888	295,840	8	$\frac{1}{3}$	250 00	416 67
	Scituate,	1888	4,930,580	12	$\frac{1}{3}$	250 00	-
2	Hubbardston, . . .	1889	692,717	8	$\frac{2}{10}$	150 00	250 00
	Phillipston,	1889	290,248	4	$\frac{1}{10}$	75 00	125 00
	Royalston,	1889	705,414	8	$\frac{2}{10}$	150 00	250 00
	Templeton,	1889	1,683,146	17	$\frac{5}{10}$	375 00	625 00
3	Ashland,	1889	1,289,481	9	2 days.	300 00	500 00
	Hopkinton,	1889	1,639,133	12	3 days.	450 00	750 00
4	Easthampton, . . .	1889	6,117,665	26	12 days.	450 00	-
	Southampton, . . .	1889	494,310	8	5 days.	187 50	312 50
	Westhampton, . . .	1889	248,785	6	3 days.	112 50	187 50
5	Barre,	1890	2,277,399	14	$\frac{2}{5}$	300 00	500 00
	Hardwick,	1890	2,934,940	14	$\frac{2}{5}$	300 00	500 00
	Petersham,	1890	1,127,263	7	$\frac{1}{5}$	150 00	250 00
6	Berlin,	1890	599,205	6	$\frac{1}{4}$	107 14	178 57
	Northborough, . . .	1890	1,394,535	7	$\frac{2}{7}$	214 28	357 13
	Shrewsbury,	1890	1,025,530	12	$\frac{2}{7}$	214 28	357 14
	Southborough, . . .	1890	1,979,320	9	$\frac{2}{7}$	214 30	357 16
7	Becket,	1890	567,828	6	$\frac{135}{500}$	202 50	337 50
	Chester,	1890	748,648	12	$\frac{206}{500}$	399 00	665 00
	Middlefield,	1890	213,433	7	$\frac{99}{500}$	148 50	247 50
8	Brimfield,	1890	577,807	7	$\frac{3}{10}$	225 00	375 00
	Monson,	1890	1,927,444	23	$\frac{7}{10}$	525 00	875 00
9	Princeton,	1890	1,379,768	9	$\frac{1}{5}$	150 00	250 00
	Sterling,	1890	1,195,330	12	$\frac{2}{5}$	300 00	500 00
	Westminster,	1890	881,205	12	$\frac{2}{5}$	300 00	500 00
10	Mansfield,	1891	4,493,937	22	2 days.	300 00	-
	Sharon,	1891	3,211,168	9	1 day.	150 00	250 00
	Stoughton,	1891	3,649,060	23	2 days.	300 00	-
11	Dracut,	1891	2,477,291	18	$\frac{6}{15}$	300 00	500 00
	North Reading, . . .	1891	748,895	4	$\frac{1}{15}$	50 00	83 33
	Tewksbury,	1891	1,458,167	7	$\frac{3}{15}$	150 00	250 00
	Tyngsborough, . . .	1891	636,362	4	$\frac{1}{15}$	50 00	83 33
	Wilmington, ¹ . . .	1911	1,605,387	12	$\frac{4}{15}$	200 00	333 34
12	Brookfield,	1891	1,366,708	14	$\frac{1}{2}$	375 00	625 00
	North Brookfield, . .	1891	1,774,041	10	$\frac{1}{2}$	375 00	625 00
13	Grafton,	1891	2,860,275	21	$\frac{3}{4}$	562 50	937 50
	Upton,	1891	1,141,900	9	$\frac{1}{4}$	187 50	312 50
14	Millbury,	1891	2,808,277	21	$\frac{3}{5}$	450 00	750 00
	Oxford,	1891	1,994,350	18	$\frac{2}{5}$	300 00	500 00
15	Abington,	1891	3,279,823	20	$\frac{1}{2}$	375 00	625 00
	Bridgewater,	1891	3,551,797	26	$\frac{1}{2}$	375 00	-
16	Buckland,	1892	748,454	10	$\frac{3}{10}$	225 00	375 00
	Colrain,	1892	726,675	16	$\frac{4}{10}$	300 00	500 00
	Shelburne,	1892	1,255,375	9	$\frac{3}{10}$	225 00	375 00
17	Bourne,	1892	5,692,550	13	$\frac{9}{20}$	337 50	-
	Mashpee,	1892	236,500	2	$\frac{2}{20}$	75 00	125 00
	Sandwich,	1892	1,157,800	10	$\frac{9}{20}$	337 50	562 50
18	East Bridgewater, . .	1892	2,243,721	18	$\frac{1}{2}$	375 00	625 00
	West Bridgewater, . .	1892	1,404,527	15	$\frac{1}{2}$	375 00	625 00

¹ Added in 1911.

Superintendency Unions — Continued.

Superintendent's salary.	When union superintendency year begins.	JOINT COMMITTEE.	
		Chairman.	Secretary.
\$1,700 00	July 1,	Edgar L. Hitchcock, Marshfield Hills.	Clara M. Skeele, Scituate.
1,800 00	July 1,	Frederick P. Stone (Otter River), Templeton.	Mrs. Rose E. Coleman, Templeton.
1,500 00	July 1,	Lewes D. Drawbridge, Hopkinton,	Leon W. Davis, Ashland.
1,700 00	July 1,	Rev. Franz Willer, Easthampton,	Charles N. Loud, Westhampton.
1,800 00	July 1,	Dr. George A. Brown, Barre,	Charles O. Flagg, Hardwick.
1,800 00	July 1,	Seth H. Howes, Southborough,	Edwin S. Corey, Northborough.
1,700 00	July 1,	Charles F. Pease, Chester,	Howard R. Molineaux, Becket.
1,800 00	July 1,	Dr. R. V. Sawin, Brimfield,	Dr. E. W. Capen, Monson.
1,500 00	July 1,	Lucius W. French, Westminster,	Arthur E. Hutchinson (Jefferson R. F. D.), Holden.
1,800 00	July 1,	Charles S. Upham, Stoughton,	Harry R. Fisher, 116 South Main Street, Mansfield.
2,400 00	July 1,	Rev. Harvey H. Bishop, Lowell, R. F. D. No. 1.	Ophelia S. Brown, Tyngsborough.
1,500 00	July 1,	Herbert T. Maynard, North Brookfield.	James W. Wall, Brookfield.
1,800 00	July 1,	Francis M. McGarry, Grafton,	George W. Knowlton, Jr., West Upton.
2,200 00	July 1,	Lawrence F. Kilty, Oxford,	Edward F. Hull, Millbury.
2,200 00	Aug. 1,	Edward A. MacMaster, Bridgewater, Lock Box 132.	Walter P. Hutchinson, Abington.
1,500 00	July 1,	Edwin Baker, Shelburne Falls,	Jonathan E. Davenport, Colrain.
1,600 00	July 1,	Dr. Samuel M. Beale, Sandwich,	Anna M. Starbuck (Bournedale), Bourne.
1,700 00	Nov. 1,	William H. Taylor, East Bridgewater.	Samuel K. Nutter, East Bridgewater.

Superintendency Unions — Continued.

Number.	UNIONS.	When formed.	Valuation of assessed estate, April 1, 1911.	Number of schools, 1911-12.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.
					Service.	Salary.	
19	Brewster, ¹	1903	\$854,695	4	$\frac{4}{25}$	\$120 00	\$200 00
	Dennis,	1892	1,291,250	12	$\frac{12}{25}$	360 00	600 00
	Yarmouth,	1892	2,356,575	9	$\frac{9}{25}$	270 00	450 00
20	Holland, ²	1902	109,353	1	$\frac{1}{20}$	37 50	62 50
	Wales,	1893	287,259	2	$\frac{2}{20}$	112 50	187 50
	Warren,	1893	2,000,729	14	$\frac{14}{20}$	600 00	1,000 00
21	East Longmeadow,	1893	838,540	10	$\frac{10}{33}$	227 27	378 78
	Hampden,	1893	406,580	6	$\frac{6}{33}$	136 36	227 28
	Longmeadow,	1893	1,828,672	5	$\frac{5}{33}$	113 64	189 40
	Wilbraham,	1893	1,136,659	12	$\frac{12}{33}$	272 73	454 54
22	Hanover,	1894	1,555,538	11	$\frac{11}{3}$	250 00	416 67
	Hanson,	1894	1,329,680	10	$\frac{10}{3}$	250 00	416 67
	Norwell,	1894	1,100,393	8	$\frac{8}{3}$	250 00	416 66
23	Provincetown,	1894	2,208,792	22	$\frac{22}{33}$	522 74	871 22
	Truro, ²	1902	393,035	5	$\frac{5}{33}$	113 63	189 39
	Wellfleet,	1894	1,026,670	5	$\frac{5}{33}$	113 63	189 39
24	Bellingham,	1894	934,175	10	$\frac{10}{3}$	250 00	416 67
	Hopedale,	1894	4,937,881	12	$\frac{12}{3}$	250 00	-
	Mendon,	1894	725,895	6	$\frac{6}{3}$	250 00	416 67
25	Chatham, ¹	1903	1,269,660	9	$\frac{9}{28}$	241 07	401 78
	Eastham,	1894	466,565	3	$\frac{3}{28}$	80 36	133 93
	Harwich,	1894	1,403,826	12	$\frac{12}{28}$	321 43	535 73
	Orleans,	1894	1,519,012	5	$\frac{5}{28}$	107 14	178 56
26	Granby,	1895	546,805	6	$\frac{1}{4}$	187 50	312 50
	South Hadley,	1895	3,018,674	24	$\frac{3}{4}$	562 50	937 50
27	Gill,	1895	486,959	6	$\frac{1}{6}$	150 00	250 00
	Leyden, ³	1901	175,845	5	$\frac{1}{6}$	150 00	250 00
	Northfield,	1895	1,383,105	10	$\frac{2}{5}$	300 00	500 00
	Warwick,	1895	449,525	4	$\frac{1}{5}$	150 00	250 00
28	Chilmark, ⁴	1897	352,277	2	$\frac{2}{20}$	75 00	125 00
	Edgartown,	1895	1,043,875	5	$\frac{1}{20}$	150 00	250 00
	Gay Head, ²	1902	42,194	1	$\frac{1}{20}$	37 50	62 50
	Oak Bluffs,	1895	1,864,250	6	$\frac{3}{20}$	187 50	312 50
	Tisbury,	1895	1,593,087	6	$\frac{3}{20}$	187 50	312 50
	West Tisbury,	1895	608,399	4	$\frac{3}{20}$	112 50	187 50
29	Boxford, ⁵	1912	1,466,839	6	$\frac{1}{5}$	150 00	250 00
	Georgetown,	1895	1,262,740	8	$\frac{1}{5}$	150 00	250 00
	Croveland,	1895	1,218,345	12	$\frac{2}{5}$	300 00	500 00
	Rowley,	1895	2,831,243	8	$\frac{1}{5}$	150 00	250 00
30	Holliston,	1896	1,979,360	13	$\frac{2}{5}$	300 00	500 00
	Medway,	1896	1,518,680	13	$\frac{2}{5}$	300 00	500 00
	Sherborn,	1896	1,510,623	8	$\frac{1}{5}$	150 00	250 00
31	Acushnet,	1897	955,940	8	$\frac{1}{6}$	125 00	208 33
	Fairhaven,	1897	3,774,518	21	$\frac{1}{6}$	500 00	-
	Mattapoisett,	1897	2,119,578	6	$\frac{1}{6}$	125 00	208 34
32	Charlemont,	1897	481,209	9	$\frac{9}{25}$	270 00	450 00
	Hawley,	1897	194,206	3	$\frac{3}{25}$	240 00	400 00
	Heath, ²	1902	192,243	8	$\frac{3}{25}$	90 00	150 00
	Rowe,	1897	195,150	5	$\frac{9}{25}$	150 00	250 00
33	Ashby,	1897	582,302	5	$\frac{2}{10}$	150 00	250 00
	Lunenburg, ⁶	1905	1,254,362	8	$\frac{3}{10}$	225 00	375 00
	Townsend,	1897	1,322,098	9	$\frac{3}{10}$	375 00	625 00

¹ Added Oct. 17, 1903, by decree of State Board of Education.² Added in 1902.³ Added in 1901.⁵ Added in 1912.⁴ Added in 1897.⁶ Added May 16, 1905, by decree of State Board of Education.

Superintendency Unions — Continued.

Superin- tendent's salary.	When union superin- tendency year begins.	JOINT COMMITTEE.	
		Chairman.	Secretary.
\$1,700 00	July 1,	Edmund Eldridge, Yarmouth, .	Louis A. Crowell, East Dennis.
1,600 00	July 1,	Charles A. De Land, Warren, .	Alexander A. Gendron, Warren.
1,650 00	July 1,	Mervin H. Pease, Ludlow, R. F. D. No. 2.	Evanore O. Beebe, North Wilbra- ham.
1,600 00	July 1,	Dr. Clarence L. Howes, Hanover,	Mrs. Mary E. Curtis, Norwell.
1,600 00	July 1,	A. T. Williams, Provincetown, .	John B. Dyer, Truro.
1,850 00	May 28,	Henry W. Gaskill, Mendon, .	Frank J. Dutcher, Hopedale.
1,800 00	Oct. 1,	John P. Nickerson, Harwich, .	Hermann Taylor, Chatham.
1,750 00	July 1,	Joseph P. Lankes, 10 Prospect Street, South Hadley Falls.	Mrs. Ada W. Gray, Granby.
1,800 00	July 1,	L. R. Smith, East Northfield, .	W. W. Coe, Northfield.
1,600 00	July 1,	Ulysses E. Mayhew, West Tisbury,	Anson M. Luce, North Tisbury.
1,700 00	July 1,	A. L. Wales, Groveland, . .	F. F. Richardson, Rowley.
1,850 00	July 1,	Norman B. Douglas, Sherborn, .	Charles A. Gardner, Holliston.
2,400 00	July 1,	Lemuel Le Baron Dexter, Matta- poisett.	Walter E. Tripp, Acushnet.
1,500 00	July 1,	J. C. Burrington, Charlemont, .	Mrs. Mary Upson Avery, Charle- mont.
1,600 00	July 1,	George A. Wilder, Townsend, .	J. L. Harrington, Lunenburg.

Superintendency Unions — Continued.

Number.	UNIONS.	When formed.	Valuation of assessed estate, April 1, 1911.	Number of schools, 1911-12.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.
					Service.	Salary.	
34	Dover,	1898	\$5,869,539	5	$\frac{3}{10}$	\$150 00	—
	Sudbury,	1898	1,328,645	7	$\frac{3}{10}$	225 00	\$375 00
	Wayland,	1898	2,881,559	11	$\frac{5}{10}$	375 00	625 00
35	New Braintree,	1898	403,455	4	$\frac{3}{10}$	225 00	375 00
	Sturbridge,	1898	1,101,555	11	$\frac{4}{10}$	300 00	500 00
	West Brookfield,	1898	978,687	7	$\frac{3}{10}$	225 00	375 00
36	Acton,	1898	2,288,490	11	$\frac{1}{40}$	206 25	343 75
	Carlisle, ¹	1911	484,625	3	$\frac{3}{40}$	75 00	125 00
	Littleton,	1898	1,148,515	7	$\frac{3}{40}$	150 00	250 00
	Westford,	1898	2,073,405	15	$\frac{1}{40}$	318 75	531 25
37	Holden,	1900	1,713,082	16	$\frac{19}{20}$	375 00	625 00
	Oakham,	1900	369,893	5	$\frac{3}{20}$	112 50	187 50
	Paxton,	1900	388,157	3	$\frac{2}{20}$	75 00	125 00
	Rutland,	1900	796,005	7	$\frac{9}{20}$	187 50	312 50
38	Ashfield,	1900	709,458	10	$\frac{10}{27}$	277 78	462 96
	Cummington,	1900	334,557	8	$\frac{9}{27}$	222 22	370 37
	Goshen,	1900	199,120	4	$\frac{4}{27}$	111 11	185 19
	Plainfield,	1900	192,386	5	$\frac{5}{27}$	138 89	231 48
39	Bedford,	1900	1,501,929	4	$\frac{7}{50}$	262 50	437 50
	Belmont, ²	1910	6,892,580	25	$\frac{49}{50}$	375 00	—
	Burlington,	1900	734,848	3	$\frac{3}{50}$	112 50	187 50
40	Amherst,	1901	4,149,435	20	$\frac{4}{5}$	600 00	—
	Pelham,	1901	351,705	4	$\frac{1}{5}$	150 00	250 00
41	Bernardston,	1901	460,791	5	$\frac{5}{28}$	133 92	223 21
	Hadley,	1901	1,623,200	13	$\frac{13}{28}$	321 42	535 70
	Hatfield,	1901	1,614,763	11	$\frac{11}{28}$	294 46	491 09
42	Blandford,	1901	598,234	8	$\frac{7}{29}$	181 03	301 72
	Huntington,	1901	662,755	10	$\frac{10}{29}$	258 62	431 04
	Montgomery,	1901	159,537	3	$\frac{3}{29}$	77 59	129 31
	Russell,	1901	866,762	9	$\frac{9}{29}$	232 76	387 93
43	Avon,	1901	992,338	10	$\frac{10}{38}$	200 00	333 33
	Holbrook,	1901	1,495,564	14	$\frac{14}{38}$	250 00	416 67
	Randolph,	1901	2,583,050	16	$\frac{16}{38}$	300 00	500 00
44	Douglas,	1901	1,357,009	11	$\frac{2}{5}$	300 00	500 00
	Uxbridge,	1901	3,164,820	28	$\frac{8}{5}$	450 00	750 00
45	Erving,	1901	967,367	7	$\frac{7}{20}$	262 50	437 50
	Leverett,	1901	325,414	6	$\frac{6}{20}$	225 00	375 00
	Shutesbury,	1901	261,549	2	$\frac{2}{20}$	75 00	125 00
	Wendell,	1901	458,470	5	$\frac{5}{20}$	187 50	312 50
46	Lee,	1901	2,268,618	15	$\frac{12}{25}$	360 00	600 00
	Monterey,	1901	336,362	3	$\frac{3}{25}$	150 00	250 00
	Otis,	1901	257,230	6	$\frac{6}{25}$	150 00	250 00
	Tyringham,	1901	362,621	4	$\frac{3}{25}$	90 00	150 00
47	Hinsdale,	1901	602,532	10	$\frac{8}{20}$	300 00	500 00
	Peru,	1901	142,422	3	$\frac{3}{20}$	112 50	187 50
	Washington, ³	1912	295,840	4	$\frac{4}{20}$	150 00	250 00
	Windsor,	1901	311,502	7	$\frac{5}{20}$	187 50	312 50
48	Halifax,	1901	638,833	3	$\frac{2}{15}$	100 00	166 66
	Kingston,	1901	1,868,940	12	$\frac{9}{15}$	300 00	500 00
	Pembroke,	1901	958,215	8	$\frac{5}{15}$	250 00	416 67
	Plympton,	1901	398,198	3	$\frac{2}{15}$	100 00	166 67
49	Cheshire, ⁴	1912	847,454	8	$\frac{7}{20}$	262 50	437 50
	Hancock,	1902	308,758	5	$\frac{5}{20}$	187 50	312 50
	Lanesborough,	1902	602,025	6	$\frac{7}{20}$	262 50	437 50
	New Ashford,	1902	54,890	1	$\frac{1}{20}$	37 50	62 50

¹ Added in 1911.³ Added June 7, 1912, by decree of State Board of Education.² Added in 1910.⁴ Added in 1912.

Superintendency Unions — Continued.

Superintendent's salary.	When union superintendency year begins.	JOINT COMMITTEE.	
		Chairman.	Secretary.
\$1,600 00	July 1,	Thomas F. O'Neill, North Sudbury.	Mrs. Marion B. Eaton, South Sudbury.
1,550 00	July 1,	George K. Tufts, New Braintree.	Alfred C. White, West Brookfield.
2,000 00	July 1,	Charles F. Johnson, Littleton,	Charles O. Prescott, Westford.
1,700 00	July 1,	William C. Temple, Rutland,	Mrs. Anna P. Fay, Holden.
1,500 00	Sept. 1,	William Hunter, Ashfield,	George B. Church, Shelburne Falls, R. F. D.
2,650 00	July 1,	Loring Underwood, Belmont,	Mrs. Martha S. Mason, Bedford.
2,050 00	April 1,	E. P. Bartlett, Amherst,	John F. Gleason, Amherst.
1,600 00	April 15,	Abbott C. Brown, Bernardston,	Egbert E. Cairns, Bernardston.
1,500 00	July 1,	Edmund H. Cross, Huntington,	W. C. Rollins (Woronoco), Russell.
1,600 00	July 1,	Thomas H. West (Brookville), Holbrook.	Dr. George V. Higgins, Randolph.
1,600 00	Sept. 1,	Charles W. Scott, Uxbridge,	Edward T. Buxton, East Douglas.
1,500 00	July 1,	Nathan J. Hunting, Shutesbury,	Mrs. Effie L. Bowen, Wendell.
1,600 00	Sept. 1,	D. M. Wilcox, Lee,	J. J. Hassett, Lee.
1,500 00	July 1,	T. A. Frissell, Hinsdale,	Thomas F. Ryan, Hinsdale.
1,650 00	July 1,	John M. Monroe (Bryantville), Pembroke, R. F. D.	George A. Estes, Halifax.
1,500 00	July 1,	George Z. Dean, Cheshire,	Dr. Franklin C. Downing, Lanesborough.

Superintendency Unions — Continued.

Number.	UNIONS.	When formed.	Valuation of assessed estate, April 1, 1911.	Number of schools, 1911-12.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.
					Service.	Salary.	
50	Dana,	1902	\$411,961	5	$\frac{5}{10}$	\$197 37	\$328 95
	Greenwich,	1902	255,667	2	$\frac{2}{10}$	78 95	131 58
	New Salem,	1902	371,440	6	$\frac{5}{10}$	315 79	526 32
	Prescott,	1902	195,932	4	$\frac{4}{10}$	157 89	263 15
51	Auburn,	1902	1,344,000	16	$\frac{1}{2}$	375 00	625 00
	Sutton,	1902	1,468,310	16	$\frac{1}{2}$	375 00	625 00
52	Essex,	1902	1,311,601	8	$\frac{8}{28}$	214 28	357 14
	Lynnfield, ¹	1912	1,092,685	4	$\frac{4}{28}$	107 15	178 58
	Middleton, ²	1905	850,444	4	$\frac{4}{28}$	107 15	178 58
	Topsfield, ¹	1912	2,144,016	5	$\frac{5}{28}$	133 92	223 20
	Wenham,	1902	2,499,175	6	$\frac{7}{28}$	187 50	312 50
53	Carver,	1902	2,020,565	10	$\frac{12}{40}$	225 00	375 00
	Lakeville,	1902	840,160	7	$\frac{9}{40}$	168 75	281 25
	Raynham, ¹	1912	796,158	8	$\frac{10}{40}$	187 50	312 50
	Rochester,	1902	726,750	8	$\frac{9}{40}$	168 75	281 25
54	Medfield, ³	1908	1,623,636	7	$\frac{1}{4}$	187 50	312 50
	Millis,	1902	1,159,384	7	$\frac{1}{4}$	187 50	312 50
	Norfolk,	1902	915,692	6	$\frac{1}{4}$	187 50	312 50
	Westwood,	1902	3,523,401	7	$\frac{1}{4}$	187 50	—
55	Mt. Washington,	1902	108,004	2	$\frac{6}{60}$	75 00	125 00
	New Marlborough,	1902	787,835	11	$\frac{20}{60}$	285 00	475 00
	Sheffield,	1902	983,785	14	$\frac{24}{60}$	390 00	650 00
56	Chesterfield,	1902	337,853	5	$\frac{1}{4}$	187 50	312 50
	Williamsburg,	1902	1,024,615	14	$\frac{2}{4}$	375 00	625 00
	Worthington,	1902	366,021	7	$\frac{1}{4}$	187 50	312 50
57	Alford,	1902	186,966	3	$\frac{3}{22}$	102 27	170 45
	Egremont,	1902	499,234	3	$\frac{4}{22}$	136 36	227 27
	Richmond,	1902	571,206	6	$\frac{7}{22}$	238 64	397 73
	West Stockbridge,	1902	600,050	7	$\frac{8}{22}$	272 73	454 55
58	Berkley,	1902	406,154	7	$\frac{1}{5}$	150 00	250 00
	Dighton,	1902	1,232,685	12	$\frac{2}{5}$	300 00	500 00
	Rehoboth,	1902	931,325	15	$\frac{2}{5}$	300 00	500 00
59	Charlton,	1902	1,348,945	15	$\frac{1}{2}$	375 00	625 00
	Leicester,	1902	2,440,177	20	$\frac{1}{2}$	375 00	625 00
60	Boxborough,	1902	286,084	4	$\frac{2}{10}$	150 00	250 00
	Maynard,	1902	3,982,805	22	$\frac{5}{10}$	375 00	—
	Stow,	1902	1,037,115	7	$\frac{3}{10}$	225 00	375 00
61	Conway,	1903	743,359	10	24 per cent.	183 38	305 63
	Deerfield,	1903	2,265,193	14	43 per cent.	319 20	532 00
	Sunderland,	1903	569,320	5	19 per cent.	144 67	241 12
	Whately,	1903	485,680	5	14 per cent.	102 75	171 25
62	Agawam,	1903	2,087,472	15	$\frac{15}{38}$	296 05	493 42
	Ludlow,	1903	4,108,563	25	$\frac{23}{38}$	453 95	—
63	Granville,	1903	485,190	8	30 per cent.	225 00	375 00
	Sandisfield,	1903	374,277	6	25 per cent.	187 50	312 50
	Southwick,	1903	752,150	11	35 per cent.	262 50	437 50
	Tolland,	1903	229,284	1	10 per cent.	75 00	125 00
64	Dudley,	1903	1,917,463	18	$\frac{1}{3}$	250 00	416 67
	Webster,	1903	8,717,555	22	$\frac{2}{3}$	500 00	—
65	Belchertown,	1904	933,500	15	$\frac{18}{25}$	540 00	900 00
	Enfield,	1904	703,830	7	$\frac{7}{25}$	210 00	350 00

¹ Added in 1912.² Added May 16, 1905, by decree of State Board of Education.³ Added in 1908.

Superintendency Unions — Continued.

Superintendent's salary.	When union superintendency year begins.	JOINT COMMITTEE.	
		Chairman.	Secretary.
\$1,500 00	July 1,	Frank P. Hall, Greenwich Village,	Mrs. Nellie M. Brown, Dana.
1,500 00	July 1,	William T. Duvall, Auburn, Box 8,	Marius W. Hovey (Manchaug), Sutton.
1,800 00	Nov. 1,	Frank E. Buckley, Essex, . . .	Mrs. Edward B. Cole, South Hamilton.
2,000 00	Nov. 1,	Charles C. Perkins, Carver, . . .	Ellis G. Cornish, Carver.
1,800 00	Sept. 1,	George C. Lee, Jr., 44 State Street, Boston.	Osgood T. Dean, Millis.
1,600 00	April 29,	E. L. Boardman, Sheffield, . . .	Z. H. Cande, Sheffield, R. F. D. No. 1.
1,500 00	Sept. 1,	Thomas K. Utley, Chesterfield, . .	William H. Baker, Chesterfield.
1,600 00	July 1,	George A. Germann, Alford, . . .	Frederick C. Tobey, West Stockbridge.
1,700 00	July 1,	J. S. Place, Dighton,	Joseph K. Milliken (North Dighton), Dighton.
1,600 00	July 1,	Aloysius B. Kennedy (Rochdale), Leicester.	M. Daniel Woodbury, Charlton.
1,700 00	July 1,	James F. Parker (Gleasondale), Stow.	Kenneth H. Damren, Maynard.
1,700 00	July 1,	George F. Howland, Conway, . .	Edward A. Rice, South Deerfield.
1,800 00	July 1,	Albert A. Gove, Ludlow,	Frederick A. Worthington, Agawam.
1,700 00	July 1,	B. M. Hastings, Southwick, . . .	Mrs. Emma L. Stow, Granville Centre.
2,100 00	Aug. 1,	Spaulding Bartlett, Webster, . .	J. J. Gillis, Dudley.
1,500 00	July 1,	Mrs. M. Rozilla Barlow, Enfield, .	R. E. Fairchild, Belchertown.

Superintendency Unions — Concluded.

Number.	UNIONS.	When formed.	Valuation of assessed estate, April 1, 1911.	Number of schools, 1911-12.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.
					Service.	Salary.	
66	Merrimac, ¹ . . .	1912	\$1,321,996	10	$\frac{7}{10}$	\$262 50	\$437 50
	Newbury, . . .	1905	1,310,839	7	$\frac{4}{10}$	150 00	250 00
	Salisbury, . . .	1905	988,030	9	$\frac{7}{10}$	150 00	250 00
	West Newbury, . . .	1905	1,063,717	8	$\frac{7}{10}$	187 50	312 50
67 ²	Ashburnham, . . .	1905	1,053,030	12	$\frac{1}{3}$	250 00	416 67
	Winchendon, . . .	1905	4,149,710	29	$\frac{2}{3}$	500 00	—
68	Bolton, . . .	1909	585,792	5	$\frac{2}{10}$	150 00	250 00
	Dunstable, ³ . . .	1911	484,516	3	$\frac{1}{10}$	75 00	125 00
	Harvard, . . .	1909	1,575,555	4	$\frac{2}{10}$	150 00	250 00
	Pepperell, . . .	1909	2,309,486	15	$\frac{5}{10}$	375 00	625 00
69 ⁴	Ayer, . . .	1909	2,227,483	11	$\frac{4}{10}$	300 00	500 00
	Boylston, . . .	1909	517,275	4	$\frac{2}{10}$	75 00	125 00
	Shirley, . . .	1909	1,229,778	7	$\frac{2}{10}$	150 00	250 00
	West Boylston, . . .	1909	884,557	6	$\frac{3}{10}$	225 00	375 00
70	Seekonk, . . .	1909	1,416,460	12	$\frac{1}{3}$	250 00	416 67
	Somerset, . . .	1909	1,508,256	13	$\frac{1}{3}$	250 00	416 67
	Swansea, . . .	1909	1,666,975	13	$\frac{1}{3}$	250 00	416 66
71	Billerica, . . .	1909	2,564,934	13	$\frac{2}{3}$	300 00	500 00
	Stoneham, . . .	1909	5,109,284	27	$\frac{2}{3}$	450 00	—
72	Freetown, . . .	1911	965,455	10	$\frac{2}{3}$	300 00	500 00
	Westport, . . .	1911	2,162,925	17	$\frac{2}{3}$	450 00	750 00
73	Foxborough, . . .	1911	2,464,340	16	$\frac{5}{10}$	375 00	625 00
	Norton, . . .	1911	1,389,450	10	$\frac{3}{10}$	225 00	375 00
	Plainville, . . .	1911	844,539	6	$\frac{2}{10}$	150 00	250 00
74	Franklin, . . .	1911	4,328,490	23	$\frac{7}{10}$	525 00	—
	Wrentham, . . .	1911	1,353,441	8	$\frac{3}{10}$	225 00	375 00
75	Clarksburg, . . .	1912	279,530	6	$\frac{3}{10}$	225 00	375 00
	Florida, . . .	1912	200,361	4	$\frac{2}{10}$	150 00	250 00
	Monroe, . . .	1912	167,550	4	$\frac{2}{10}$	150 00	250 00
	Savoy, . . .	1912	183,055	7	$\frac{3}{10}$	225 00	375 00

¹ Added in 1912.² Union No. 67 formed May 16, 1905, by decree of State Board of Education.³ Added in 1911.⁴ Union No. 69 formed Sept. 20, 1909, by decree of State Board of Education.

NOTE. — Of the foregoing unions, those numbered 24, 28, 40 and 53 were authorized by special acts of the Legislature.

Superintendency Unions — Concluded.

Superintendent's salary.	When union superintendency year begins.	JOINT COMMITTEE.	
		Chairman.	Secretary.
\$1,700 00	July 1,	A. P. Brown, Salisbury,	W. L. Chaloner, Merrimac.
1,950 00	May 1,	Frederick F. Davis, Winchendon,	Dr. Elmer G. Fosgate, Ashburnham.
1,900 00	July 1,	Rev. L. D. Cochrane, Bolton,	John E. Maynard, Harvard.
2,000 00	Oct. 15,	Albert W. Hinds, West Boylston,	George B. Brown, Ayer.
1,800 00	July 1,	Henry W. Brown, Attleborough, Route 4.	C. Frederic Wellington, Swansea.
2,200 00	July 1,	Maurice A. Buck, Billerica,	Walter Gorham, 46 Spring Street, Stoneham.
1,800 00	July 1,	Augustus R. Wood (Central Village), Westport.	Rev. John W. Reynolds (Assonet), Freetown.
1,650 00	Aug. 1,	Walter C. S. Wood, Norton,	John E. Warren, Mansfield, R. D.
1,800 00	Aug. 1,	Elbridge J. Whitaker, Wrentham,	Matthew F. Conroy, Franklin.
1,500 00	July 1,	George N. Thatcher (Drury), Florida.	Mrs. Charles W. Ramage, Monroe Bridge.

XII. TEACHERS' INSTITUTES.

Since the summer schools are now conducted at the State normal schools at Hyannis and North Adams, it has been deemed advisable to limit the number of institutes. It is the intention of the Board hereafter to hold a few institutes each year in places where instruction of teachers in particular phases of school work is especially needed.

The statistics for the institutes held in 1912 are as follows: —

WHERE HELD.	Date.	Number of towns represented.	Number of members.	Number of exercises.
Berkley,	April 18	5	46	5
Boston — Massachusetts Normal Art School.	April 12	Entire State.	500	4
Northborough,	Sept. 27	4	43	8
West Granville,	Oct. 11	4	50	5
	—	—	639	22

XIII. KINDERGARTENS.

A. — *Number, location and cost of maintenance of public kindergartens for the school year July 1, 1910, to June 30, 1911.*

CITIES AND TOWNS.	Number of public kindergartens.	Number of teachers.	Number of different pupils.	Minimum age at which pupils are admitted.	Cost.
				Yrs. Mos.	
Andover,	2	1	39	4 —	\$600 00
Attleborough,	1	2	40	3 6	863 50
Boston,	115	216	6,771	4 —	150,555 98
Braintree,	5	5	132	4 —	2,600 00
Bridgewater,	1	2	46	4 —	1,500 00
Brookline,	11	20	449	3 6	18,339 07
Cambridge,	16	30	903	4 —	19,498 40
Chicopee,	2	2	50	4 —	1,120 00
Dedham,	4	4	178	4 —	2,200 00
Easton,	1	2	48	3 6	690 70
Fall River,	4	8	267	4 —	5,256 13
Falmouth,	1	1	25	3 6	412 00
Fitchburg,	4	4	139	5 —	2,500 00
Greenfield,	1	2	27	4 —	750 00

A. — Number, location and cost of maintenance of public kindergartens, etc. — Concluded.

CITIES AND TOWNS.	Number of public kindergar- tens.	Number of teachers.	Number of different pupils.	Minimum age at which pupils are admitted.		Cost.
				Yrs.	Mos.	
Haverhill,	4	6	140	4	—	\$3,700 00
Holyoke,	10	21	566	4	—	11,160 44
Hopedale,	1	1	22	4	—	800 00
Lee,	1	1	31	3	6	400 00
Lowell,	12	24	630	3	6	13,278 29
Manchester,	1	2	38	4	—	1,000 00
Marblehead,	2	4	111	4	—	1,365 00
Milton,	4	6	128	5	—	5,000 00
Newton,	14	29	726	4	—	17,007 73
North Adams,	5	10	266	4	6	4,000 00
Northampton,	2	2	93	4	—	800 00
Pittsfield,	4	8	287	4	—	3,945 72
Salem,	6	2	377	4	—	4,442 20
Somerville,	4	8	341	5	—	4,022 24
Springfield,	16	32	1,456	4	—	21,442 84
Waltham,	5	9	230	4	6	4,581 35
Wellesley,	1	1	24	3	6	—
Westfield,	4	6	181	4	6	2,500 00
West Springfield,	2	1	63	4	6	454 01
Winchester,	2	2	70	4	6	1,500 00
Worcester,	30	38	1,687	5	—	28,000 00 ¹
Totals (35),	298	512	16,581	3½ to 5 yrs.		\$336,285 60

¹ Estimated.

B. — Number, location and cost of maintenance of public kindergartens for the school year July 1, 1911, to June 30, 1912.

CITIES AND TOWNS.	Number of public kindergartens.	Number of teachers.	Number of different pupils.	Minimum age at which pupils are admitted.	Cost.
				Yrs. Mos.	
Attleborough,	1	2	39	4 -	\$863 50
Boston,	122	223	7,385	4 -	163,081 93
Braintree,	5	5	160	5 -	2,600 00
Bridgewater,	1	2	42	4 -	1,500 00
Brookline,	10	19	417	3 6	18,339 07
Cambridge,	16	28	1,406	4 -	19,640 79
Chicopee,	2	2	53	4 -	1,055 00
Dedham,	4	4	178	4 -	2,200 00
Easton,	1	2	39	3 6	689 02
Fall River,	5	10	337	4 -	5,988 10
Falmouth,	1	1	25	4 -	486 00
Fitchburg,	4	4	151	5 -	2,050 00
Greenfield,	2	2	52	4 -	800 00
Haverhill,	4	6	207	4 -	3,800 00
Holyoke,	10	21	573	4 -	13,568 28
Hopedale,	1	1	25	4 -	800 00
Hyde Park,	6	6	154	5 -	-
Lee,	1	1	42	3 6	400 00
Lowell,	12	24	647	3 6	12,610 19
Marblehead,	2	5	122	4 -	1,527 70
Milton,	4	6	99	5 -	4,000 00
Newton,	14	29	829	4 -	17,380 76
North Adams,	5	10	223	4 6	4,000 00
Northampton,	2	2	103	4 -	800 00
Pittsfield,	4	8	264	4 -	5,001 56
Salem,	6	2	282	4 -	4,448 60
Somerville,	4	7	248	5 -	3,988 10
Springfield,	17	35	1,634	4 -	22,847 08
Walpole,	1	2	34	4 -	516 50
Waltham,	5	9	240	4 6	5,065 64
Wellesley,	1	1	21	3 6	-
Westfield,	4	6	189	4 6	2,500 00
West Springfield,	2	1	64	4 6	475 10
Winchester,	2	2	84	4 6	1,500 00
Worcester,	33	39	1,748	5 -	31,749 68
Totals (35),	314	527	18,116	3½ to 5 yrs.	\$356,272 60

XIV. VACATION SCHOOLS, 1911.

CITIES AND TOWNS.	Number of schools.	Number of teachers.	Number of pupils.	Average length of schooling.	Total expenditure for support of schools.
				Mos. Days.	
Amherst,	1	1	38	1 5	\$65 00
Athol,	1	7	75	— 15	90 00
Attleborough,	2	6	246	1 10	359 75
Brockton,	3	3	89	2 —	225 00
Brookline,	3	10	600	1 10	2,000 00
Cambridge,	6	25	945	1 5	1,863 70
Fall River,	3	19	466	1 —	684 00
Lawrence,	6	42	1,210	1 —	1,554 27
Manchester,	2	2	46	1 10	135 00
Medford,	3	14	441	2 10	718 03
New Bedford,	8	40	1,192	1 10	3,581 54
Newton,	2	25	823	1 —	1,014 70
Northbridge,	4	4	48	1 8	164 80
Springfield,	1	4	229	1 10	693 42
Waltham,	3	14	343	1 10	899 96
Worcester,	1	7	205	1 10	802 00
Totals (16),	49	223	6,996	1 7	\$14,851 17

XV. COUNTY TRAINING (TRUANT) SCHOOLS.

There are at present 6 county training schools, for the commitment of habitual truants, absentees and school offenders. These schools are located as follows: —

COUNTY TRAINING SCHOOLS.	Location.	Superintendents.
Essex,	Lawrence,	W. Grant Fancher.
Hampden,	Springfield,	Erwin G. Ward.
Middlesex,	North Chelmsford,	Rufus E. Corlew.
Norfolk, Bristol and Plymouth,	Walpole,	James H. Craig.
Suffolk ¹ (Boston Parental),	West Roxbury,	George C. Minard.
Worcester,	Oakdale,	Stephen P. Stroeter.

¹ Under the law commitments from Chelsea, Revere and Winthrop in Suffolk County must be to the training school for the county of Middlesex.

The counties of Barnstable, Berkshire, Dukes, Franklin, Hampshire and Nantucket are exempted by law from maintaining training schools of their own, but the county commissioners of each of these counties are required to assign an established training school as a place of commitment for habitual truants, absentees and school offenders. The places designated by the several commissioners are as follows:—

COUNTY.	Location of assigned training school.	COUNTY.	Location of assigned training school.
Barnstable,	Walpole.	Franklin,	North Chelmsford.
Berkshire,	Springfield.	Hampshire,	North Chelmsford.
Dukes,	Walpole.	Nantucket,	- -

Table showing the number of pupils attending, admitted and discharged.

COUNTY TRAINING SCHOOLS.	Number at beginning of year.	Number admitted during the year.	Number discharged during the year.	Number at close of the year.	During year ending —
Essex,	153	32	44	141	Dec. 31, 1911
Hampden,	33	28	25	36	Oct. 31, 1912
Middlesex,	182	64	72	174	Dec. 31, 1911
Norfolk, Bristol and Plymouth,	49	26	27	48	Nov. 30, 1912
Suffolk (Boston Parental), .	162	79	118	123	Jan. 31, 1912
Worcester,	65	22	22	65	Oct. 31, 1912
Totals,	644	251	308	587	-

XVI. ACADEMIES.

A. — Table showing the number, attendance, amount of tuition, etc., for the school year 1910-11.

CITIES AND TOWNS.	Number of academies.	Number of different academy pupils attending during the year.	Estimated amount of tuition paid in academies.	FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES.	
				Principal.	Income.
Andover,	2	678	\$62,006 39	\$750,677 12	\$25,925 88
Ashburnham,	1	144	10,622 00	219,000 00	12,000 00
Belmont,	1	25	1,700 00	12,000 00	-
Boston,	4	688	42,384 00	502,800 00	-
Braintree,	1	98	1,000 00	325,000 00	17,000 00
Brimfield,	1	79	-	89,711 68	4,400 00
Chicopee,	1	39	-	-	-
Concord,	1	110	82,500 00	9,200 00	500 00
Danvers,	1	230	8,400 00	225,000 00	4,500 00
Deerfield,	-	-	-	52,890 54	2,971 00
Fall River,	5	1,503	268,000 00	135,000 00	-
Franklin,	1	227	10,000 00	115,946 00	6,000 00
Gill,	1	813	57,118 00	14,594 13	21,178 00
Groton,	1	36	2,000 00	40,000 00	1,400 00
Hadley,	-	-	-	110,000 00	5,000 00
Harvard,	-	-	-	100,000 00	4,000 00
Hatfield,	1	25	-	-	-
Haverhill,	1	126	-	-	-
Hingham,	1	40	-	25,000 00	1,000 00
Lancaster,	1	318	8,815 80	74,000 00	7,299 20
Lowell,	2	189	27,000 00	140,000 00	5,600 00
Marion,	-	-	-	225,000 00	10,000 00
Marlborough,	1	190	-	-	-
Milford,	1	339	-	-	-
Monson,	1	48	3,500 00	106,365 97	5,300 00
New Bedford,	1	54	8,000 00	-	-
Newbury,	1	-	-	-	-
New Salem,	-	-	-	11,000 00	600 00
Newton,	2	272	49,200 00	-	-
Northampton,	1	144	-	363,000 00	13,912 31
Northfield,	1	470	53,711 92	1,302,424 95	19,191 06
Norton,	1	186	18,000 00	750,000 00	31,000 00

A. — Table showing the number, attendance, amount of tuition, etc. —
Concluded.

CITIES AND TOWNS.	Number of academies.	Number of different academy pupils attending during the year.	Estimated amount of tuition paid in academies.	FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES.	
				Principal.	Income.
Sherborn,	1	33	—	\$21,899 50	\$1,206 71
Southborough,	1	139	\$111,200 00	—	—
Taunton,	1	22	942 00	29,595 26	605 27
Waltham,	1	51	3,000 00	82,440 00	700 00
Wellesley,	2	—	—	—	—
Wilbraham,	1	209	—	—	—
Worcester,	2	390	10,300 00	105,000 00	4,500 00
Totals (39),	46	7,915	\$839,400 11	\$5,937,545 15	\$205,789 43

B. — Table showing the number, attendance, amount of tuition, etc., for
the school year 1911-12.

CITIES AND TOWNS.	Number of academies.	Number of different academy pupils attending during the year.	Estimated amount of tuition paid in academies.	FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES.	
				Principal.	Income.
Andover,	2	679	\$73,606 99	\$1,163,295 65	\$31,266 19
Ashburnham,	1	167	11,134 52	240,247 00	15,057 25
Belmont,	1	27	1,700 00	12,000 00	—
Boston, ¹	4	688	42,384 00	502,800 00	—
Braintree,	1	97	1,200 00	325,000 00	17,000 00
Brewster,	1	48	—	—	—
Brimfield,	1	79	—	89,711 68	4,839 76
Chicopee,	1	47	—	—	—
Concord,	1	114	82,700 00	9,200 00	540 00
Danvers,	1	266	10,012 20	300,000 00	7,700 00
Deerfield,	—	—	—	52,989 97	2,122 20
Fall River,	5	409	—	—	—
Franklin,	1	199	9,982 00	150,000 00	63,000 00
Gill,	1	853	57,000 00	15,000 00	21,178 00
Groton,	1	30	1,800 00	40,000 00	1,400 00
Hadley,	—	—	—	110,000 00	5,000 00
Harvard,	1	39	—	100,000 00	4,000 00

*B. — Table showing the number, attendance, amount of tuition, etc. —
Concluded.*

CITIES AND TOWNS.	Number of academies.	Number of different academy pupils attending during the year.	Estimated amount of tuition paid in academies.	FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES.	
				Principal.	Income.
Hatfield,	1	25	—	—	—
Haverhill,	1	126	—	—	—
Hingham,	1	38	—	\$25,000 00	\$1,000 00
Lancaster,	1	318	\$8,815 80	74,000 00	7,299 20
Lowell,	2	189	27,000 00	140,000 00	5,600 00
Marion,	—	—	—	225,000 00	10,000 00
Marlborough,	1	190	—	—	—
Milford,	1	371	—	—	—
Monson,	1	47	5,681 50	113,719 73	5,300 79
New Bedford,	1	62	8,000 00	—	—
New Salem,	—	—	—	11,000 00	600 00
Newton,	2	240	56,350 00	—	—
Northampton,	1	146	—	444,746 16	12,389 66
Northfield,	1	481	53,000 00	1,302,424 95	19,191 06
Norton,	1	186	18,000 00	750,000 00	31,000 00
Sherborn,	1	33	—	21,899 50	1,206 71
Southborough,	1	141	112,800 00	—	—
Taunton,	1	26	1,100 00	29,595 26	605 27
Waltham,	1	40	3,000 00	82,000 00	700 00
Wellesley,	2	—	—	—	—
Wilbraham,	1	209	—	—	—
Worcester,	2	390	10,300 00	105,000 00	4,500 00
Totals (39),	47	7,000	\$595,567 01	\$6,434,629 90	\$272,496 09

XVII. PRIVATE SCHOOLS.

A. — Table showing the number, attendance, amount of tuition, etc., for the school year 1910-11.

CITIES AND TOWNS.	Number of private schools.	Number of different private school pupils attending during the year.	Estimated amount of tuition paid in private schools.	FUNDS WHOSE INCOME MUST BE APPROPRIATED TO PRIVATE SCHOOLS.	
				Principal.	Income.
Adams,	1	508	\$5,000 00	-	-
Agawam,	1	101	475 00	-	-
Amesbury,	2	749	12,000 00	\$60,000 00	-
Andover,	1	12	-	-	-
Barre,	1	37	-	-	-
Boston,	80	24,284	457,493 53	5,140,847 68	\$185,753 73
Brockton,	2	975	-	-	-
Brookline,	2	606	12,376 41	-	-
Cambridge,	15	4,157	45,626 00	-	-
Canton,	1	268	2,450 00	-	-
Chelsea,	2	1,073	-	-	-
Chicopee,	4	1,656	-	-	-
Clinton,	1	511	-	-	-
Concord,	2	70	23,100 00	40,000 00	-
Dedham,	2	70	15,000 00	-	-
Duxbury,	1	-	-	30,000 00	750 00
Easthampton,	2	388	-	-	-
Fall River,	17	6,101	1,800 00	14,000 00	-
Framingham,	1	30	5,000 00	-	-
Gardner,	1	612	-	-	-
Gloucester,	2	227	1,700 00	-	-
Greenfield,	1	-	-	-	-
Greenwich,	1	-	-	-	-
Groton,	1	160	133,900 00	-	-
Hardwick,	1	215	-	-	-
Haverhill,	4	1,920	-	-	-
Hingham,	1	-	-	-	-
Holyoke,	11	5,567	4,350 00	-	-
Lawrence,	11	4,899	-	-	-
Lee,	1	-	-	-	-
Leicester,	1	62	2,000 00	85,000 00	6,000 00
Leominster,	1	666	-	80,000 00	-
Longmeadow,	1	29	-	-	-
Lowell,	13	6,702	2,034 65	-	-

A. — Table showing the number, attendance, amount of tuition, etc. —
Concluded.

CITIES AND TOWNS.	Number of private schools.	Number of different private school pupils attending during the year.	Estimated amount of tuition paid in private schools.	FUNDS WHOSE INCOME MUST BE APPROPRIATED TO PRIVATE SCHOOLS.	
				Principal.	Income.
Lynn,	9	3,396	—	—	—
Malden,	5	1,991	—	—	—
Medford,	5	75	\$7,400 00	—	—
Melrose,	1	—	—	—	—
Merrimac,	1	—	9,000 00	—	—
Methuen,	1	—	—	—	—
Milford,	1	339	—	—	—
Montague,	1	225	—	—	—
Natick,	1	77	12,000 00	—	\$60,000 00
New Bedford,	12	4,379	50,000 00	—	—
Newton,	9	1,527	112,620 00	—	—
North Adams,	2	1,497	—	—	—
Northampton,	5	884	—	—	—
North Brookfield,	1	—	—	—	—
Palmer,	2	241	—	—	—
Peabody,	1	640	—	—	—
Pittsfield,	3	639	14,800 00	—	—
Quincy,	3	675	10,000 00	\$400,000 00	14,000 00
Rockland,	1	—	—	—	—
Shirley,	3	154	1,500 00	5,000 00	400 00
Somerville,	2	1,950	—	—	—
Southbridge,	3	1,352	—	—	—
Spencer,	1	376	—	—	—
Springfield,	9	3,000	—	—	—
Taunton,	2	1,395	—	—	—
Waltham,	3	1,542	—	—	—
Ware,	1	408	—	—	—
Webster,	3	1,518	—	—	—
West Bridgewater,	1	48	7,000 00	147,000 00	6,000 00
Weston,	1	—	—	—	—
Whitman,	1	16	—	—	—
Winchester,	1	10	1,300 00	—	—
Woburn,	1	478	—	—	—
Worcester,	11	3,926	26,350 00	49,900 00	9,700 00
Totals (68),	296	95,413	\$976,275 59	\$6,051,747 68	\$282,603 73

B. — Table showing the number, attendance, amount of tuition, etc., for the school year 1911-12.

CITIES AND TOWNS.	Number of private schools.	Number of different private school pupils attending during the year.	Estimated amount of tuition paid in private schools.	FUNDS WHOSE INCOME MUST BE APPROPRIATED TO PRIVATE SCHOOLS.	
				Principal.	Income.
Adams,	1	452	\$5,000 00	-	-
Amesbury,	1	739	12,000 00	\$60,000 00	-
Andover,	1	12	-	-	-
Attleborough,	1	277	-	-	-
Barre,	1	40	-	-	-
Beverly,	1	21	313 00	-	-
Boston, ¹	80	24,284	457,493 53	5,140,847 68	\$185,753 73
Brockton,	2	1,027	-	-	-
Cambridge,	14	4,272	49,730 00	-	-
Canton,	1	280	2,450 00	-	-
Chelsea,	2	916	-	-	-
Chicopee,	4	1,591	-	-	-
Clinton,	2	568	-	-	-
Concord,	2	73	25,000 00	40,000 00	-
Dedham,	2	67	15,000 00	-	-
Duxbury,	1	-	-	-	-
Easthampton,	2	393	-	-	-
Fall River,	17	6,695	1,800 00	14,000 00	-
Framingham,	1	33	7,000 00	-	-
Gardner,	1	678	-	-	-
Gloucester,	1	231	1,900 00	-	-
Greenfield,	1	-	-	-	-
Greenwich,	1	26	-	-	-
Groton,	1	160	133,900 00	-	-
Hardwick,	1	225	-	-	-
Haverhill,	5	1,960	-	-	-
Hingham,	1	26	2,600 00	-	-
Holyoke,	11	5,437	4,550 00	-	-
Hudson,	1	423	-	-	-
Lawrence,	11	5,221	-	-	-
Lee,	1	-	-	-	-
Leicester,	1	77	2,000 00	85,000 00	6,000 00
Leominster,	1	653	-	80,000 00	-

B. — Table showing the number, attendance, amount of tuition, etc. —
Continued.

CITIES AND TOWNS.	Number of private schools.	Number of different private school pupils attending during the year.	Estimated amount of tuition paid in private schools.	FUNDS WHOSE INCOME MUST BE APPROPRIATED TO PRIVATE SCHOOLS.	
				Principal.	Income.
Longmeadow,	1	40	—	—	—
Lowell,	13	7,217	\$2,000 00	—	—
Ludlow,	1	36	—	—	—
Lynn,	9	3,528	—	—	—
Malden,	5	2,035	—	—	—
Medford,	3	55	5,280 00	—	—
Melrose,	1	—	—	—	—
Methuen,	1	—	—	—	—
Milford,	1	371	—	—	—
Montague,	1	235	—	—	—
Natick,	1	82	12,000 00	—	\$60,000 00
New Bedford,	11	4,260	45,000 00	—	—
Newton,	9	1,412	112,737 50	—	—
North Adams,	2	1,409	—	—	—
Northampton,	5	933	—	—	—
North Brookfield, . .	1	128	—	—	—
Orleans,	1	6	500 00	\$5,000 00	—
Palmer,	2	241	—	—	—
Peabody,	1	670	—	—	—
Pittsfield,	3	675	21,500 00	—	—
Quincy,	3	793	10,000 00	400,000 00	14,000 00
Rockland,	1	—	—	—	—
Shirley,	3	150	1,500 00	5,000 00	400 00
Somerset,	2	40	255 00	300 00	—
Somerville,	3	1,841	—	—	—
Southborough,	1	—	—	—	—
Southbridge,	3	1,453	—	—	—
Springfield,	10	2,040	—	—	—
Stoughton,	1	260	—	15,000 00	—
Taunton,	2	1,406	—	—	—
Waltham,	3	168	—	—	—
Ware,	1	424	60 00	—	—
Webster,	3	1,489	—	—	—
West Bridgewater, . .	1	40	5,700 00	147,000 00	6,000 00

*B. — Table showing the number, attendance, amount of tuition, etc. —
Concluded.*

CITIES AND TOWNS.	Number of private schools.	Number of different private school pupils attending during the year.	Estimated amount of tuition paid in private schools.	FUNDS WHOSE INCOME MUST BE APPROPRIATED TO PRIVATE SCHOOLS.	
				Principal.	Income.
Westfield,	1	444	—	—	—
Weston,	1	—	—	—	—
Whitman,	1	17	—	—	—
Winchester,	1	11	\$1,600 00	—	—
Woburn,	1	581	—	—	—
Worcester, ¹	11	3,926	26,350 00	\$49,900 00	\$9,700 00
Totals (73),	299	95,273	\$965,219 03	\$6,042,047 68	\$281,853 73

¹ 1910-11.

XVIII. MASSACHUSETTS STATE-AIDED VOCATIONAL EDUCATION.

The State-aided vocational schools of Massachusetts are designed to fit persons above fourteen years of age for work in the shop, in the home or on the farm, but not for service in business or the professions. These schools are supported jointly by the communities in which they are located and by the State, the former building, equipping and operating the plant, and the State reimbursing one half the cost of maintenance.

1. Progress.

The following table shows the status of the vocational schools of Massachusetts in number of students and in courses conducted, for school year 1911-12:—

	Number of students.	Number of students in all schools.
Full time:—		
Male,	977	} 1,868
Female,	891	
Part time:—		
Male,	74	} 239
Female,	165	
Evening:—		
Male,	3,298	} 5,057
Female,	1,759	
Totals,	7,164	7,164

A full-time school is a school whose length of session is such that attendance on the school occupies practically the entire time of the student during the day, so that, except for casual occupations, he is unable to enter profitable employment outside the school during the portion of the year that the school is in session.

A part-time school is a school receiving into certain courses persons engaged in profitable employment during the remaining portion of the working week.

An evening school is a school giving supplementary trade instruction, household arts or practical arts courses limited to persons over seventeen years of age who are employed during the day.

Under the provisions of the law a State-aided vocational school may give full-time, part-time or evening work. The larger schools have usually combined all three functions, but in many cases, especially in the smaller cities, the schools have undertaken to exercise only one of these functions. Hence, the seventy-fifth annual report listed schools conducting both day and evening courses in two distinct classes. It has seemed desirable in this year's report to consider each administrative unit as one school; therefore, only 23 schools are reported this year, while in the seventy-fifth report 45 schools were listed. Under the previous method of classification the present number of schools, exclusive of agricultural departments, this year would be 43. A number of other schools are in process of organization.

2. The Present Situation.

Twenty-three approved State-aided vocational schools, classified as administrative units without regard to number of activities, are in operation in 19 cities and towns of the Commonwealth. Of these, the following were established during the school year 1911-12 and have been approved provisionally:—

Boston Continuation School of Homemaking.
Everett Independent Evening Industrial School.
Holyoke Independent Evening Industrial School.
Lowell Independent Industrial School.
Quincy Independent Evening Industrial School.

Somerville Industrial School for Girls.

Springfield Independent Day Industrial School for Boys.

• Watertown Independent Evening Industrial School.

Westfield Independent Day Industrial School for Boys.

Worcester Trade School for Girls.

The following schools have been in operation for some time:—

Beverly Independent Day Industrial School for Boys.

Boston Independent Evening Industrial School.

Boston Trade School for Girls.

Cambridge Independent Evening Industrial School.

Chicopee Independent Evening Industrial School.

Lawrence Independent Industrial School.¹

¹ The approval of the Lawrence Independent Industrial School is for two periods: first, from Nov. 6, 1911, to Dec. 1, 1912, and second, from July 1, 1911, to Nov. 5, 1911. Last year the school was not approved from July 1 to Dec. 1, 1911, on the ground, primarily, that there was serious question as to whether the school was properly organized. The attention of the Lawrence authorities had been frequently called to the fact that grave doubts existed as to whether the trustees in charge of the school, the only body that the Board could recognize, had been properly appointed and organized. Prior to July 1, 1911, the city was notified that the school might not be approved unless conditions affecting its control were rendered more satisfactory. On Nov. 6, 1911, an ordinance was passed by the city of Lawrence providing for the appointment of a proper board of trustees, but no appointments were made prior to December 1 of that year.

In December, 1911, the trustees were appointed. Since then, by further proceedings, the school has been placed in charge of the school committee of Lawrence, as authorized by chapter 471 of the Acts of 1911. For some time past, as at present, there has been every evidence that the city authorities of Lawrence propose to develop the school on sound lines, so that it would in all respects conform to the requirements of the Board. Hence, notwithstanding that the school has not been at all times entirely satisfactory in other respects than its control, the Board approves it from Dec. 1, 1911, to Dec. 1, 1912, and carries back its approval to Nov. 6, 1911, when for the first time the demand of the Board was met that a board of trustees should be established which would clearly constitute a proper control, as required by the statute. The Board now further approves the school from July 1, 1911, to Nov. 5, 1911, for the following reasons:—

During this period, as before and after, there was an actually existing school which was largely attended by pupils from cities and towns outside of Lawrence, which, while not altogether satisfactory, would undoubtedly have been approved by the Board if it had had a proper governing body. If the school is approved, each city or town outside of Lawrence sending pupils to it must pay tuition for such pupils (chapter 471 of the Acts of 1911). Unless the school were approved by the Board for the period July 1, 1911, to Nov. 30, 1911, the city of Lawrence would not be entitled to reimbursement from the State, and could get such reimbursement only by special act of the Legislature. There is a serious question if, even by act of the Legislature, the city of Lawrence could recover tuition from other cities and towns for the pupils of those cities and towns who have attended the Lawrence Industrial School. Some of these communities have already paid such tuition. It is a serious question if they can receive from the State one half the tuition to which they are entitled if the school is not an approved school, and if the attendance of these pupils is not approved by the Board.

In carrying back the approval to July 1, 1911, the Board is influenced by a recognition of the very serious difficulties under which the city of Lawrence has labored during the past two years, the good faith in which it is now dealing with the school and the complications which would arise in the relation between the city of Lawrence, other cities and towns and the Commonwealth as to reimbursement if the school were not approved.

Under the circumstances, therefore, the Board feels justified in approving the school for the period mentioned.

New Bedford Independent Industrial School.
Newton Independent Industrial School.
Northampton (Smith's Agricultural School and Northampton School of Industries).
North Attleborough Independent Evening Industrial School.
Somerville Industrial School for Boys.
Taunton Independent Evening Industrial School.
Worcester Trade School for Boys.

Agents of the Board of Education, after examining the bills and the books usually kept upon the special sheets provided by the State for that purpose, have passed upon the distribution of charges between maintenance and equipment, in accordance with the rulings of this office and with the intent of the statute. Affidavits sworn to by the proper officials as to the amounts expended have been received by this office. On the basis of this examination and of these sworn statements the Board has recommended amounts for reimbursement as required by the statute.

A number of schools now in process of organization have asked for approval. The Board of Education, through its agents, is co-operating with the local authorities in the effort to make these schools efficient. When they shall have been brought, through supervision and conference, to conform to the general principles and policies established by the Board, they will be presented to the Legislature of 1914 for reimbursement. A list of these schools follows: —

Under chapter 471 of the Acts of 1911: —

Quincy Industrial School for Boys.

Boston Independent Day Industrial School for Boys.

Under chapter 106 of the Acts of 1912, courses in practical arts in the following places: —

Boston.	Lowell.	Quincy.
Cambridge.	Methuen.	Somerville.
Everett.	Natick.	Wakefield.
Holyoke.	New Bedford.	Watertown.
Lawrence.	Newton.	Worcester.

Detailed statistics relating to the work of the vocational schools which the State aided during the year 1911-12 are summarized in the following tables: —

TABLE NO. 1. — *Statistics of attendance in the State-aided vocational schools for the school year 1911-12.*

Number of teachers employed,	233
Number of nonresident pupils,	365
Total number of pupils, resident and nonresident,	7,164

TABLE NO. 2. — *Financial statement of the State-aided vocational schools, Dec. 1, 1911, to Nov. 30, 1912, inclusive.¹*

Total expenditures for construction,	\$17,617 12
Total expenditures for equipment,	39,509 72
Total expenditures for maintenance,	305,476 15
Total expenditures for the year,	<u>\$362,602 99</u>

Itemized expenditures for maintenance:—

(1) Administration:—

Supervision,	\$31,504 64
Other items,	44,525 40
Total,	<u>\$76,030 04</u>

(2) Instruction:—

Teachers and helpers (regular),	\$171,970 30
Lecturers and demonstrators (Special),	208 26
Other items,	50,756 09
Total,	<u>222,934 65</u>

(3) Repairs and replacements:—

Buildings,	\$1,706 23
Equipment,	4,805 23
Total,	<u>6,511 46</u>
Total expenditures for maintenance,	<u>\$305,476 15</u>

Itemized sources of income expended for maintenance:—

(1) Tuition claims for nonresidents, paid or unpaid,	\$31,662 37
(2) Revenue from work and products,	16,507 14
(3) Gifts, if any,	24,697 10
(4) Other items,	383 20
(5) Net amount spent for maintenance which was derived from local taxation,	<u>231,522 72</u>
Total,	<u>\$304,772 53</u>

Total amount paid by communities for the tuition of nonresident pupils, \$19,813 66

Amount due from the State as reimbursement to such communities (one half of total amount paid by them), \$9,906 83

Amount due from the State as reimbursement to communities for operating expenses of approved schools (one half amount paid by them out of funds derived from local taxation), \$115,761 41

¹ As new schools are not approved until they have been in operation at least a year, some of the amounts included in this statement, for schools which opened in the fall of 1911, represent expenses for a period of somewhat over twelve months.

Amount to be asked for in special bills by schools which comply with all the requirements of the Board of Education, but which receive their support mainly from gifts or legacies, and hence cannot be reimbursed directly under the statute, \$12,048 55

Total amount due from the State as reimbursement for money expended for vocational education, \$137,716 79

TABLE NO. 3. — *Classification of State-aided vocational schools for school year 1911-12.*

[The type of school and courses offered are indicated by X in the proper columns, i.e., the Lawrence Industrial School offers in full-time all day and evening classes, trade instruction for boys and girls, evening trade supplementary courses for men and women, and day home-making courses for girls.]

LOCATION.	TYPE OF SCHOOL.				COURSES OFFERED.					
	Full-time all day.	Full-time co-operative.	Part-time.	Evening.	TRADE COURSES.		EVENING TRADE EX- TENSION.		HOME- MAKING (GIRLS).	
					Boys.	Girls.	Men.	Women.	Day.	Evening.
Beverly,		X			X					
Boston Continuation, . . .			X						X	
Boston Evening Industrial, .				X			X			
Boston Trade,	X			X		X		X		
Cambridge,				X			X			
Chicopee,				X			X			
Everett,				X			X	X		
Holyoke,				X			X	X		
Lawrence,	X			X	X	X	X	X	X	
Lowell,	X		X	X	X	X	X	X	X	
New Bedford,	X		X	X	X	X	X	X	X	
Newton,	X			X	X		X	X		
Northampton,	X				X				X	
North Attleborough, . . .				X			X			
Quincy,				X			X			
Somerville Boys,	X				X					
Somerville Girls,	X					X				
Springfield,	X				X					
Taunton,				X			X			
Watertown,				X			X			
Westfield,	X				X					
Worcester Boys,	X		X	X	X		X			
Worcester Girls,	X					X				

The following table shows the departments in each day school. A department as here used means a course of study including practice, related technical work and general academic training making for efficiency in a definite trade, and also in citizenship.

TABLE NO. 4. — *Departments in day schools.*

[The departments in each school are indicated by X in the proper columns, *i.e.*, the Lawrence Industrial School contains departments of machine shop work, electrical work, pattern making, cabinet making, dressmaking, millinery, home making and textiles.]

	Machine shop work.	Automobile work.	Steam engineering.	Electrical work.	Pattern making.	Cabinet making.	House carpentry.	Printing.	Dressmaking.	Millinery.	High-power machine work.	Home-making.	Textiles.
Beverly,	X												
Boston Trade (Girls), .									X	X	X		
Lawrence,	X			X	X	X			X	X		X	X
Lowell,	X	X		X	X	X			X			X	
New Bedford,	X	X	X	X			X		X	X		X	
Newton,	X			X	X	X		X					
Northampton,					X	X	X					X	
Somerville (Boys), . . .	X					X	X						
Somerville (Girls), . . .									X	X			
Springfield,	X				X	X							
Westfield,	X				X	X							
Worcester (Boys),	X		X		X	X							
Worcester (Girls),									X	X	X		

During the school year 1911-12, ninety-nine courses in forty different subjects were given in State-aided evening vocational schools, as follows:—

Building trades: drawing and plan reading, 5; drawing for sheet metal workers, 1; drawing for structural steel workers, 1; interior decorating, 1; plumbing, 3; roof framing, 1; stair building, 1.

Electrical trades: drawing for electricians, 3; wiring, motor and power work, 5.

Engineers, janitors and firemen: boiler firing, 1; gasoline engine practice, 1; management of steam plant, 1; steam engineering, 4.

Granite workers: monument design, 1.

Jewelry workers: design and modeling, 1.

Machine trades: automobile construction, 1; automobile repairing, 2; drawing, 11; forging, 2; shop mathematics, 5; shop practice, 8; tool making, 1.

Shipfitters: sheet metal drafting, 1.

Woodworking trades: cabinet making, 8; pattern making, 5.

Textile trades: arithmetic, 1; chemistry and dyeing, 1; cotton spinning and carding, 1; design, 1; loom fixing, 2; picker and card room practice, 1; ring spinning, 1; weaving, 1; woolen and worsted manufacturing, 1; yarn calculations, 1.

Women's industries: cooking, 4; dressmaking, 5; millinery, 2; power machine operating, 1.

Household arts for women, 2.

While the direct responsibility of the Board relates only to State-aided vocational schools, because of its recognition of the importance of vocational education it follows with keen interest the work and the progress of all institutions in the field of vocational training. Hence the fact that certain institutions which give vocational education are not State-aided institutions does not lead to indifference on the part of the Board. On the contrary, it desires the success of all such undertakings and willingly co-operates with the leaders and teachers of such institutions in making their work efficient.

It should be noted that the conditions under which schools for vocational training can be approved for State reimbursement are defined by statute, and that the failure of the Board to recommend a vocational school for reimbursement need not be construed as a reflection on the efficiency of the school or on its value to the community from the standpoint of local conditions.

The following figures indicate in part the extent of vocational education in Massachusetts: —

Number of cities and towns where some form of vocational education is being maintained,	35
Number of pupils attending State-aided vocational schools,	7,164
Number of pupils attending certain institutions not State-aided,	3,686
Total number of pupils,	10,850

Experience to the present time shows that certain general types of schools are being developed in Massachusetts. They may be classed roughly in two groups, as follows: —

(1) Schools which assume entire responsibility for academic, trade and technical training, and which propose to give all such instruction under one roof. Examples of this type of schools are the Worcester Trade School for Boys, the New Bedford Industrial School and the Springfield Industrial School.

(2) Schools which assume responsibility for the training of the pupil but provide for his trade instruction in outside industries under the control of the school authorities. An example of this type is the Quincy Industrial School.

Evidently the next step will be to establish a third group, that of part-time courses. While progress has been made in this direction, the majority of the schools have been so busily engaged with the problem of instruction under the two methods above outlined that they have not been able to attack the question of organizing part-time courses to provide for persons employed during the day and who are permitted to attend school for a part of the working day. It is hoped that during the coming year definite progress may be made in this direction.

The opinion of those charged with the administration of State-aided vocational schools that the efficiency of evening courses is increased as attendance on these courses is confined to workers of approximately uniform experience and uniform aim, has been fully justified during the past year. Wherever this method of developing evening courses is in vogue, evidence of increased efficiency has appeared in greater interest and better attendance. Further development along these lines will undoubtedly result in still greater efficiency.

The problem of the training of teachers calls for serious consideration. The technically trained person may lack trade experience; the trade-trained person often lacks teaching ability. Since in all probability the best teaching material is to be found among actual workers in industry, steps should be taken in the near future to provide some method by which we can secure adequate training for teaching for those engaged in the industries. Such training may well be given through provisions for evening instruction whereby such persons may secure prelim-

inary training in the principles of teaching while at the same time they may be able to continue to support themselves by the practice of their trade. This preliminary instruction should be followed by a further development of the pupil-teacher scheme referred to in last year's report (see page 58). The training of teachers for vocational schools should be under the supervision of the State.

3. Additional Legislation.

Chapter 471 of the Acts of 1911 restricted attendance upon evening courses to persons over seventeen years of age who are also engaged during the day in the industry to which the evening work is related. When an attempt was made to establish evening courses in household arts for women and girls, it appeared that only women and girls actively engaged during the day in household pursuits were eligible to State-aided courses. Consequently, a large number of girls, employed in wage-earning occupations outside their homes were unable to secure the advantages of State-aided courses in household arts. Recognizing the value of courses in household arts for these young women, a number of cities and towns have in the past conducted such courses at their own expense. The enactment of an additional statute, chapter 106, Acts of 1912, now permits State aid for evening courses in practical arts for women and girls who are employed during the day. Several communities have already expressed the intention of maintaining courses under the provisions of this law. Probably many such courses will be established during the coming year. By the authority given by these two laws, practically all women and girls in the State who can fairly profit by such instruction may be trained in State-aided courses at public expense.

As these courses are to be approved under the general provisions of chapter 471 of the Acts of 1911, it has been necessary for the Board to establish standards. The experimental nature of the work makes it inadvisable to define such standards formally, and in dealing with communities which propose to establish such courses the Board has aimed only to secure a degree of efficiency equivalent to that required for courses operated under the provisions of chapter 471.

4. *Conclusions based upon Experience.*

It is clear that the problem of securing efficient vocational education in this State must be approached in a number of ways and by various methods. Any plan to be effective must be related closely to local industry. The experience of the past year demonstrates that the advisory board as part of the organization of a vocational school has large potential values. Where advisory boards have been asked to deal with specific problems relating to the school, they have rendered distinct assistance. The extent to which an advisory board can aid a school is conditioned largely by the degree to which the principal of the schools asks it to render definite service.

Provision of satisfactory buildings and equipment has been secured in various ways. With the exception of the city of Worcester, communities have endeavored to establish these schools without resorting to bond issues. The method commonly followed has been either to hire or lease a factory building, as in New Bedford and Springfield, or to utilize an old type school-house, as in Boston and Lowell. A residence of an older type has been found satisfactory as a home for a girls' trade school.

The different methods by which cities and towns have endeavored to provide buildings and equipment as required by statute have naturally led to many conferences and discussions between local authorities and agents of the Board. It is gratifying to be able to report that in all cases such arrangements have been made that the agents of the Board have been able to approve them under the terms of location, site and plant.

5. *Work to be accomplished.*

A most important problem is the extension of the lines of training given by the schools. There are about 285 trades in Massachusetts, and instruction in the following lines of industry is now provided in public or semi-public institutions: —

Automobile repairing.
Building and carpentry.
Cabinet making.
Electrical work.
Forging.

Gasoline engine work.
Jewelry design and modeling.
Machine shop work.
Pattern making.
Plumbing.

Printing.

Interior decorating.

Tool making.

Textiles.

Steam engine work.

Cooking.

Dressmaking.

Millinery.

Power machine operating — 19.

Evening courses in drawing for the above trades and others are also given, as well as courses in shop mathematics and certain unit courses, such as roof framing for carpenters and monument design for granite workers.

While much has been learned about the best methods of training for these trades, we must face the fact that there are many other industries of which we know little, and concerning which we have no experience to aid us in furnishing adequate training.

During the coming year the agents of the Board intend to encourage the establishment of evening or day courses dealing with new trades, in the expectation that the information thus gained will be of vital importance to the Commonwealth.

The increasing interest in the training of girls for efficient management of the home is shown by the enactment of chapter 106, Acts of 1912, and by proposals on the part of schools already established to install or broaden home-making departments. In the immediate future careful study must be given to the problems involved in the establishment of methods for the training of girls for home-making occupations; the age at which this training should be given; whether such girls should be taught in day or evening courses; and the most effective lines of instruction. Questions of this nature will receive earnest attention during this coming year. An attempt will be made to determine the extent to which such courses can be conducted on the basis of co-operation with the home, so that the girl, under the supervision of the school, shall apply in the home the principles taught in the school under actual family conditions. The nature of the equipment for this work remains to be determined. The usual outfit for high school domestic science does not adequately serve the purpose of training for home making. It is hoped during the year to ascertain the kind of equipment that will make possible reasonably efficient work.

Three parties are interested in the promotion of efficient vocational training: the Commonwealth, the employer and the em-

ployee. The evidence at command indicates that efficient work is secured in proportion as all three of these parties contribute to the solution of the problem. A gratifying degree of co-operation has already been secured between the representatives of employees and of employers. The department of vocational education hopes during the coming year to promote and increase the co-operative relations of these parties in the work of securing effective vocational training.

It has become evident that, in order to deal efficiently with these schools, certain data must be at the disposal of the agents of the Board, and that these data are of a different type from those needed in the case of the public schools. In general, a complete record of the history of the pupil, including his past training, conditions of admission, experience in the school and his record after leaving the school, appears to be imperatively necessary. In addition, records should be available which show the character of the practical instruction and the number of hours of practical experience in the various kinds of processes. A form of report for entering these and other desirable data has been prepared and has met with general acceptance on the part of the schools. It is hoped that during the coming year records of this character will be kept in all State-aided vocational schools.

XIX. STATE-AIDED VOCATIONAL AGRICULTURAL EDUCATION.

Definite progress has been made in vocational training in agriculture for boys over fourteen years of age during the past year. Satisfactory work has been done at the Smith's Agricultural School, Northampton. Vocational agricultural departments have been established and given "preliminary approval" in connection with five high schools, namely, those of Petersham, Northborough, Hadley, Harwich and Easton. The vocational agricultural enrolment for the school year 1912-13 is 115, a gain over last year of more than 35 per cent. Under acts of the Legislature of 1912, moreover, the voters of Essex and Bristol counties have given substantial majorities in favor of a vocational agricultural school in each county, and the establishment of these schools will be immediately undertaken.

Since all the types of vocational training in agriculture above mentioned may receive State aid on approval by the Board of

Education, — the schools to the amount of one half their cost for maintenance, and the departments to the amount of two thirds of the salaries paid their agricultural instructors, — it was incumbent upon the Board of Education further to outline its views as to the kind of training and administrative procedure it would approve. Chapter 471, Acts of 1911, section 3, defines vocational training in this field as follows: “ ‘Agricultural education’ shall mean that form of vocational education which fits for the occupations connected with the tillage of the soil, the care of domestic animals, forestry and other wage-earning or productive work on the farm.” Booklet No. 1 (September, 1911), in the series of publications issued by the Agricultural Education Service of the Board, was prepared for the guidance of those desirous of establishing State-aided vocational agricultural departments in high schools.

When the laws were being drawn which provided for the referendum votes in Bristol and Essex counties and which outlined the procedure to be followed in the establishment and administration of the county agricultural schools, representatives of the Board of Education were frequently consulted. The bills as passed had the approval of the Board. It is expected that the Board, through its representatives, will actively co-operate with the trustees of the county schools in order that the highest possible standards of practical and scientific agricultural education for boys fourteen to twenty-five years of age shall be maintained. The Board would like to see these schools so located that all pupils attending them can return to their homes each night.

Vocational training in agriculture in this State, whether in separate schools or in high school departments, is being unified in a consistent and efficient system by the efforts everywhere made to connect the home-farm work of the pupils with the class-room instruction. The plan followed is that originally prepared by the Board in its special report on “Agricultural Education,” submitted to the Legislature, Jan. 1, 1911. It is a part-time plan applied to agriculture. Productive home-farm operations carried on for profit by the agricultural pupils, at the same time that they are studying the agricultural science bearing directly upon those operations, are looked upon as of

fundamental importance. The plan, therefore, requires the careful organization and the closest possible articulation of the two processes of earning and learning. The pupils have mastered many agricultural facts and principles during the year covered by this report, and their earnings have been noteworthy.

Accurate accounts are kept and a sharp line is drawn between ordinary routine farm labor and the carefully studied enterprises of the pupils. The latter are distinguished from the former by being termed "projects." Three bulletins have been printed in the 1912 series of the Board, — No. 4, "Agricultural Project Study;" No. 5, "Project Study Outlines for Vegetable Growing;" and No. 6, "Agricultural Project Study Bibliography," — for the assistance of those responsible for formulating courses of study and devising methods of instruction, both in separate schools and in high school departments.

Supervision during the entire summer of the home-farm projects of the pupils admitted to this vocational agricultural training has been continued, and is regarded as one of the vital features of the Massachusetts part-time plan. The teacher under whose instruction the home-farm projects are studied and planned is the man under whose supervision these projects are carried out. Year by year each instructor must, therefore, gain a more and more intimate acquaintance with the successful factors in the agricultural production of his locality, and become a correspondingly more effective and intelligent teacher and supervisor. First-hand knowledge of these factors is essential, because the final test of the value of the teaching of that agriculture which has for its aim vocational efficiency must be the test of profit.

The highest net profit, so far reported, which was made by an agricultural pupil the past year from the home-farm project instruction where live stock was used was \$270.24.¹ By "net

¹ In this case the pupil had paid himself for labor \$109.02. His direct earnings from this project were, therefore, \$379.36. During this period this pupil was allowed, also, \$200 credit for other farm work done at home. The cash and credit received by this pupil for farm work during the whole project period, therefore, amounted to \$579.26. But the accounts covering this project showed the following interesting and significant sums paid or allowed other members of his family \$109.02 for labor, man or horse; \$662.47 for rent, hay, etc., or a total for the others of \$771.49. This pupil graduated from the Smith's Agricultural School at Northampton last June. A tabulated statement from the accounts of five pupils from each of the five points in the State where home work had been supervised the past school year is given on pages 128, 129. No figures for Easton are given, because the vocational agricultural department at that place, as stated in the text, did not begin work until September, 1912.

profit" is meant the profit after the pupil has paid himself for his own labor and met all other expenses in connection with his project. There were some failures to show profit from project work. Figures were radically reduced in a few cases by unseasonable frosts, drought or blight. One boy's garden was cut back three times, at considerable intervals apart, by killing frosts. On the whole, the returns were creditable and encouraging.

Prizes offered by the thirty or more incorporated agricultural societies, each of which receives \$200 a year from the State for such purposes, and by other agricultural and horticultural associations, prove to be important incentives both to project work and to project study. The agricultural department at Hadley headed the list of winners by adding to its local prizes the championship of the State in stock judging. The total amount awarded the Hadley pupils was \$243 at fairs, and a trip to Washington, D. C., won in a corn-growing contest under the auspices of the Massachusetts Agricultural College.¹ Working strictly for profit in a number of cases the past year did not permit of competing for prizes; but the two lines of effort may be harmonized, and, one being conducted as supplementary to the other, the intelligence brought to bear by the boys on their productive farm work cannot but be made the keener by such contests.

The legislative provision for the attendance of nonresident pupils is extending the influence of vocational agricultural instruction and supervision over a widening area. One instructor has ridden a circuit the past summer of between 50 and 60 miles, when traveling by the most direct route from boy to boy enrolled in his classes, and his duties as supervisor have taken

¹ One hundred and thirty boys, each under nineteen years of age, are reported to have competed at local fairs for the preliminary prizes of \$15, \$10 and \$5 in gold. Hadley won first at Amherst and again first at Northampton. At the final contest in Brockton there were fifteen competitors, with scholarships at Massachusetts Agricultural College to the value of \$150 and \$50 offered; and both were won by Hadley. There were five classes to be judged, and a perfect score in each was 60 points for placing and 40 points for reasons; or a possible grand total for the five classes of 500 points. The educational value of the contests was shown markedly in the cases of the Hadley boys, who entered the preliminary contests at both Amherst and Northampton. The five boys who entered both learned so much from their experience at Amherst that they raised their rating in the Northampton contest a total of 217 points, an average of more than 40 points each. Other agricultural pupils have won generous amounts, those of the Smith's Agricultural School heading the list, leaving the Brockton fair out of account, with a total of \$59 won at local fairs.

him regularly into six towns. Another has a circuit of between 40 and 50 miles. The shortest round trip was 30 miles. It may more than once happen that a town which could not alone command a sufficient enrolment to justify the maintenance of an agricultural department in its high school may with the aid of a few nonresident pupils be able to do so. With the extension of this influence there goes a fair distribution of the cost of maintaining this type of training by means of the State-aided tuition payments.

It will readily be understood that the teaching and supervision necessary to the successful development of the school and home-farm co-operative plan of vocational agricultural training require instructors of exceptional ability, both as practical farmers and as students of the various phases of agricultural science which bear upon productive agriculture. So far admirable selections appear to have been made. A fortunate feature of the legislation providing State aid is that there is no limit fixed for salaries. The best man for any given position may be selected, and the local authorities may pay whatever they feel their peculiar conditions warrant in order to secure and retain his services. The salaries at present range from \$1,000 to \$2,000 a year for members of staffs below the grade of principal or director; but there is an evident desire, wherever possible, to start the instructor at \$1,200 a year.

The following tables show the amounts due the several towns therein named as reimbursement on account of sums expended by them in support of agricultural instructors, or in payment of tuition charges for nonresident pupils, in the high school vocational agricultural departments, together with typical items and totals from the farming income during the periods of training covered by this report of the vocational agricultural pupils:—

Salary reimbursement statement of State-aided vocational agricultural departments in selected high schools to and including Nov. 30, 1912.

TOWN.	Period began.	Salary (two thirds of, paid or payable to the agricultural instructor).	Tuition (one half of, received or receivable for nonresident pupils).	Reimbursement due. ¹
Petersham,	Sept. 4, 1911	\$1,050 00	\$167 50	\$882 50
Hadley,	Jan. 12, 1912	666 67	20 00	646 67
Northborough,	Feb. 9, 1912	1,000 00	225 00	775 00
Harwich,	Apr. 1, 1912	622 19	88 89	533 30
Easton,	Aug. 10, 1912	400 00	—	400 00
Totals,	—	\$3,738 86	\$501 39	\$3,237 47

¹ Chapter 471 of the Acts of 1911 provides for reimbursement only to the amount of two thirds the salary of the agricultural instructor. One half the tuition coming as it does from the State, though indirectly, has therefore been deducted from two thirds the salary in fixing the amount due each town.

Tuition reimbursement statement of State-aided vocational agricultural departments in selected high schools to and including Nov. 30, 1912.

TOWN OR CITY.	Number of pupils.	Tuition paid.	Department attended.	Reimbursement due. ¹
Dana,	2	\$220 00	Petersham,	\$110 00
New Salem,	1	30 00	Petersham,	15 00
Phillipston,	1	45 00	Petersham,	22 50
Springfield,	1	40 00	Petersham,	20 00
Amherst,	1	40 00	Hadley,	20 00
Southborough,	1	30 00	Northborough,	15 00
Westborough,	2	200 00	Northborough,	100 00
Berlin,	1	100 00	Northborough,	50 00
Shrewsbury,	1	100 00	Northborough,	50 00
Worcester,	1	20 00	Northborough,	10 00
Brewster,	1	55 55	Harwich,	27 78
Chatham,	2	100 00	Harwich,	50 00
Truro,	1	22 22	Harwich,	11 11
Totals,	16	\$1,002 77		\$501 39

¹ Chapter 471 of the Acts of 1911 provides that towns which have paid tuition on account of nonresident pupils admitted to vocational agricultural departments in selected high schools with the approval of the Board of Education shall be reimbursed one half the amount they have paid.

State-aided vocational agricultural education: examples of the income of pupils from farm work during attendance at school.

SCHOOL OR DEPARTMENT.	Pupil's age.	PROJECT OR PROJECTS.	
		Title.	Scope.
1	2	3	4
Northampton, .	18	Dairying.	12 Jerseys, Nov.-June.
		Hot-bed.	Mar. 1-June 7.
Northampton, .	19	Poultry.	22 R. I. Reds.
		Potatoes.	$\frac{1}{4}$ acre.
		Strawberries.	1,000 plants.
Northampton, .	18	Hot-bed.	Early spring.
		Potatoes.	$\frac{1}{4}$ acre.
		Poultry.	28 White Leghorns.
Northampton, .	18	Poultry.	52 Barred Rocks, 4 months.
Northampton, .	20	Alfalfa.	Seeding down $1\frac{1}{2}$ acres.
Petersham, . .	15	Garden and potatoes.	$\frac{1}{2}$ acre each.
Petersham, . .	14	Garden.	$\frac{5}{8}$ acre.
Petersham, . .	14	Garden.	$\frac{3}{16}$ acre.
Petersham, . .	17	Garden.	$\frac{3}{8}$ acre.
Petersham, . .	15	Garden and potatoes.	$\frac{1}{8}$ and $\frac{1}{2}$ acre.
Hadley, . . .	17	Fruit and corn.	1 acre c., 118 apple trees.
Hadley, . . .	18	Bees, poultry, corn.	3 hives, 25 R. I. Reds, 1 acre c.
Hadley, . . .	15	Corn and poultry.	1 acre c., 19 birds, 30 chicks.
Hadley, . . .	18	Fruit and poultry.	20 apple trees, off year, and 100 birds.
Hadley, . . .	16	Poultry.	34 R. I. Reds.
Northborough, .	17	Sweet peas.	128 sq. rods.
Northborough, .	16	Garden.	91 sq. rods.
Northborough, .	16	Potatoes and corn.	$\frac{1}{6}$ acre p., 1 acre c.
Northborough, .	17	Corn and potatoes.	1 acre c., $\frac{1}{4}$ acre p.
Northborough, .	16	Potatoes.	$\frac{1}{4}$ acre (Drought).
Harwich, . . .	15	Garden.	$\frac{1}{4}$ acre.
Harwich, . . .	17	Garden.	1 acre.
Harwich, . . .	17	Garden.	$\frac{1}{2}$ acre.
Harwich, . . .	17	Garden.	$\frac{1}{4}$ acre.
Harwich, . . .	14	Garden and potatoes.	$\frac{3}{4}$ acre.
Totals for 25 pupils, . . .			

State-aided vocational agricultural education: examples of the income of pupils from farm work during attendance at school.

PUPIL'S PROJECT INCOME.			OTHER FAMILY INCOME FROM PUPIL'S PROJECT.			CASH OR CREDIT RECEIVED BY PUPIL FROM FARM WORK DURING PROJECT PERIOD.			
Net profit.	Paid self for labor.	Total.	Labor, man or horse.	Rent, seed, etc.	Total.	At home.	Away from home.	His own project.	Grand total.
5	6	7	8	9	10	11	12	13	14
\$270 24	\$109 02	\$379 26	\$109 02	\$662 47	\$771 49	\$200 00	-	\$379 26	\$579 26
37 80	8 80	46 60	-	4 95	64 30	180 00	\$14 75	122 94	317 69
16 94	6 00	22 94	-	25 05					
16 28	2 42	18 70	3 10	6 40					
26 65	8 05	34 70	16 80	8 00	37 16	175 00	68 00	51 81 ¹	294 81
11 04	3 46	14 50	-	1 73					
3 68	3 82	7 50	4 83	8 44					
28 74	4 52	33 26	-	22 16	16 10	-	162 50	32 94	195 44
19 22	13 72	32 94	-	16 10					
-	4 83	4 83	9 97	31 35					
93 30	16 76	110 06	29 45	1 00	30 45	100 60	48 00	110 06	258 66
44 35	12 00	56 35	5 00	15 35	20 35	164 60	6 08	56 35	227 03
10 67	20 00	30 67	4 00	4 75	8 75	150 00	2 50	30 67	183 17
14 03	11 80	25 83	4 65	16 60	21 25	63 50	22 50	25 83	111 83
18 00	15 00	33 00	23 53	-	23 53	32 10	30 00	33 00	95 10
68 00	8 45	76 45	47 14	36 75	83 89	157 50	27 00	76 45	260 95
58 50	38 50	97 00	8 00	16 00	24 00	116 00	-	97 00	213 00
28 27	20 20	48 47	10 80	10 50	21 30	232 00	15 00	48 47	295 47
20 15	6 15	26 30	3 00	2 00	5 00	47 30	125 30	26 30	198 90
7 65	13 50	21 15	-	3 00	3 00	202 50	12 50	21 15	236 15
43 00	14 70	57 70	-	-	-	168 00	-	57 70	225 70
30 00	3 00	33 00	3 13	6 00	9 13	185 00	15 00	33 00	233 00
23 50	13 80	37 30	5 85	12 65	18 50	197 50	-	37 30	234 80
33 10	11 25	44 35	9 25	46 95	56 20	132 00	5 00	44 35	181 35
92	7 57	8 49	1 40	23 60	25 00	167 50	-	8 49	175 99
31 27	15 20	46 47	6 00	2 50	8 50	12 00	-	46 47	58 47
75 00	18 10	93 10	1 90	5 00	6 90	5 00	10 00	93 10	108 10
12 63	22 40	35 03	1 20	4 00	5 20	65 00	-	35 03	100 03
15 92	6 70	22 62	1 40	1 30	2 70	75 00	5 00	22 62	102 62
7 90	7 00	14 90	9 62	-	9 62	12 00	38 00	14 90	64 90
\$1,066 75	\$446 72	\$1,513 47	\$319 04	\$994 60	\$1,313 64	\$2,840 10	\$752 18	\$1,510 02	\$5,102 30

¹ Project income less shrinkage in inventory of \$3.45 gives \$51.81.

XX. MASSACHUSETTS SCHOOL FUND.

The following statement shows the condition of the Massachusetts school fund: —

Amount of the fund Jan. 1, 1912,	\$5,000,000 00
Amount of fund Dec. 31, 1912,	5,000,000 00
Income for 1912,	228,558 32
Paid to towns in the distribution of Jan. 25, 1913, . .	228,558 32

The following table shows the amount of the principal of the Massachusetts school fund and the annual income from 1899 to 1912: —

YEAR.	Principal.	Income.
1899,	\$4,270,548 14	\$208,462 61
1900,	4,370,548 14	213,066 18
1901,	4,470,548 14	366,656 51
1902,	4,570,548 14	220,731 77
1903,	4,670,548 14	197,379 93
1904,	4,780,110 66	214,224 13
1905,	4,880,110 66	219,379 32
1906,	4,980,110 66	224,468 31
1907,	5,000,000 00	228,621 22
1908,	5,000,000 00	229,439 73
1909,	5,000,000 00	231,173 87
1910,	5,000,000 00	238,748 72
1911,	5,000,000 00	227,664 36
1912,	5,000,000 00	228,558 32

XXI. FINANCIAL STATEMENT OF THE BOARD OF EDUCATION.

Dr. 1. APPROPRIATIONS AND EXPENDITURES FOR SUPPORT OF STATE NORMAL SCHOOLS. Cr.

1912.	1912.	1912.	1912.	1912.
<p>Expended for normal schools at: —</p> <p>Bridgewater, \$65,329 40</p> <p>Fitchburg, 66,884 12</p> <p>Frammingham, 53,240 53</p> <p>Hyannis, 27,663 61</p> <p>Lowell, 35,319 55</p> <p>North Adams, 39,436 76</p> <p>Salem, 49,910 81</p> <p>Westfield, 38,543 60</p> <p>Worcester, 40,752 06</p> <p>Normal Art (Boston), 42,592 26</p> <p>Balance unexpended, 35 27</p>				
	\$459,707 97			\$459,707 97
<p>Bridgewater Normal School: —</p> <p>Salaries, wages and labor, \$47,401 74</p> <p>Furnishings, 1,001 02</p> <p>Heat, light and power, 6,497 18</p> <p>Repairs and improvements, 4,825 00</p> <p>Grounds, 419 21</p> <p>Supplies, normal school, 2,436 76</p> <p>Supplies, training school, 621 26</p> <p>Supplies, office and other, 1,254 01</p> <p>Miscellaneous, 873 22</p> <p>Balance unexpended, 53</p>				
	\$65,329 93			\$65,329 93
		<p>Appropriation (chapter 402, Acts 1912), \$439,633 25</p> <p>Received from city of Fitchburg, 16,035 71</p> <p>Balance from 1911, 4,039 01</p>		
		<p>Appropriation (chapter 402, Acts 1912), \$64,478 76</p> <p>Balance from 1911, 851 17</p>		
				\$65,329 93

DR.	I. APPROPRIATIONS AND EXPENDITURES FOR SUPPORT OF STATE NORMAL SCHOOLS — <i>Continued.</i>		CR.	
	1912.	1912.	1912.	1912.
Fitchburg Normal School: —				
Salaries, wages and labor, . . .	\$50,053 58			\$50,848 70
Furnishings, . . .	897 72			
Heat, light and power, . . .	4,082 20			16,035 71
Repairs and improvements, . . .	3,853 82			
Grounds, . . .	1,227 31			
Supplies, normal school, . . .	1,905 38			
Supplies, training school, . . .	2,463 41			
Supplies, office and other, . . .	847 52			
Miscellaneous, . . .	1,553 18			
Balance unexpended, . . .	29	\$66,884 41		\$66,884 41
Framingham Normal School: —				
Salaries, wages and labor, . . .	\$39,441 22			\$53,241 25
Furnishings, . . .	529 12			
Heat, light and power, . . .	3,525 30			
Repairs and improvements, . . .	4,965 77			
Grounds, . . .	262 39			
Supplies, normal school, . . .	3,130 04			
Supplies, training school, . . .	101 16			
Supplies, office and other, . . .	497 86			
Miscellaneous, . . .	787 67			
Balance unexpended, . . .	72	\$53,241 25		\$53,241 25
Hyannis Normal School: —				
Salaries, wages and labor, . . .	\$17,129 08			\$26,990 00
Furnishings, . . .	969 44			674 01

Heat, light and power,	1,845 67			
Repairs and improvements,	2,262 53			
Grounds,	162 17			
Supplies, normal school,	1,142 21			
Supplies, training school,	61 93			
Supplies, office and other,	622 11			
Miscellaneous,	588 53			
Summer session,	2,879 94			
Balance unexpended,	40		\$27,664 01	\$27,664 01
Lowell Normal School:—				
Salaries, wages and labor,	\$27,292 89		Appropriation (chapter 402, Acts 1912),	\$35,177 00
Furnishings,	907 90		Balance from 1911,	168 26
Heat, light and power,	1,145 56			
Repairs and improvements,	1,503 47			
Grounds,	224 69			
Supplies, normal school,	2,088 74			
Supplies, training school,	679 37			
Supplies, office and other,	651 08			
Miscellaneous,	825 85			
Balance unexpended,	25 71			
				\$35,345 26
North Adams Normal School:—				
Salaries, wages and labor,	\$27,747 72		Appropriation (chapter 402, Acts 1912),	\$39,437 00
Furnishings,	664 43			
Heat, light and power,	3,913 16			
Repairs and improvements,	2,718 66			
<i>Amount carried forward,</i>	\$35,043 97		<i>Amount carried forward,</i>	\$39,437 00

Cr.

1. APPROPRIATIONS AND EXPENDITURES FOR SUPPORT OF STATE NORMAL SCHOOLS — *Concluded.*

1912.	Amount brought forward,	1912.	Amount brought forward,	
	\$35,043 97		\$39,437 00	
<i>North Adams Normal School—Con.</i>				
Grounds,	389 22			
Supplies, normal school,	1,812 16			
Supplies, training school,	1,181 11			
Supplies, office and other,	445 81			
Miscellaneous,	564 49			
Balance unexpended,	24			
			\$39,437 00	
<i>Salem Normal School:—</i>				
Salaries, wages and labor,	\$35,502 10	Appropriation (chapter 402, Acts 1912),	\$47,567 00	
Furnishings,	1,660 61	Balance from 1911,	2,345 57	
Heat, light and power,	1,414 96			
Repairs and improvements,	3,659 99			
Grounds,	413 63			
Supplies, normal school,	4,315 77			
Supplies, training school,	611 40			
Supplies, office and other,	887 85			
Miscellaneous,	1,444 50			
Balance unexpended,	1 76			
			\$49,912 57	
<i>Westfield Normal School:—</i>				
Salaries, wages and labor,	\$25,027 76	Appropriation (chapter 402, Acts 1912),	\$38,544 48	
Furnishings,	1,101 07			
Heat, light and power,	4,085 10			
Repairs and improvements,	3,958 98			
Grounds,	181 12			

Supplies, normal school,	2,425 59				\$38,544 48
Supplies, training school,	211 45				
Supplies, office and other,	804 46				\$40,752 06
Miscellaneous,	748 07				
Balance unexpended,	88				
					\$38,544 48
Worcester Normal School:—					
Salaries, wages and labor,		\$25,317 70		Appropriation (chapter 402, Acts 1912),	
Furnishings,		1,057 40			
Heat, light and power,		1,829 47			
Repairs and improvements,		6,295 29			
Grounds,		148 41			
Supplies, normal school,		3,130 03			
Supplies, training school,		34 35			
Supplies, office and other,		1,347 43			
Miscellaneous,		1,591 98			
					\$40,752 06
Normal Art School (Boston):—					
Salaries, wages and labor,		\$36,055 98		Appropriation (chapter 402, Acts 1912),	
Furnishings,		1,193 81			
Heat, light and power,		1,811 51			
Repairs and improvements,		1,510 18			
Grounds,		—			
Supplies, normal school,		581 14			
Supplies, training school,		—			
Supplies, office and other,		500 62			
Miscellaneous,		339 02			
Balance unexpended,		4 74			
					\$42,597 00

Julius E. Warren,	2,500 00				
Rufus W. Stimson,	3,000 00				
Charles R. Allen,	2,958 34				
Edw. C. Baldwin,	2,500 00				
James Frederick Hopkins,	1,026 70				
Clarence D. Kingsley,	625 00				
Walter I. Hamilton,	517 47				
Eva W. White,	500 00				
Helen R. Hildreth,	395 65				
A. C. Blake,	1,500 00				
Esther E. Elwell,	1,280 80				
Geo. H. Varney,	1,190 75				
Sarah A. Holt,	1,000 00				
Miriam P. Clark,	1,004 45				
Anna M. Murray,	797 32				
Gertrude M. Cloney,	832 04				
Mary F. Buckley,	213 86				
Mary E. Biggane,	530 00				
Vivien Thyng,	530 96				
John G. Dolber,	173 32				
Arthur Platt,	78 00				
Frederick W. Turner,	154 00				
Fred H. Daniels,	265 52				
Helen B. MacDonald,	20 88				
Marion F. Cotton,	10 00				
E. E. McNary,	35 50				
<i>Amount carried forward,</i>	\$37,840 84				
				<i>Amount carried forward,</i>	\$46,500 00

4. TRAVELING EXPENSES OF COMMISSIONER, DEPUTIES, AGENTS AND ASSISTANTS.

1912.		\$365 01 387 72 169 23 817 66 390 52 940 59 359 74 740 09 44 83 140 99 23 07 11 45 20 00 50 00 5 90 43 08 2 43 487 69	1912.	Appropriation (chapter 402, Acts 1912),	\$5,000 00
	David Snedden,				
	William Orr,				
	Charles A. Prosser,				
	Julius E. Warren,				
	James W. MacDonald,				
	Rufus W. Stinson,				
	Charles R. Allen,				
	Edw. C. Baldwin,				
	Walter I. Hamilton,				
	Clarence D. Kingsley,				
	Frederick W. Turner,				
	Helen R. Hildreth,				
	Eva W. White,				
	Michael W. Murray,				
	E. E. McNary,				
	James F. Hopkins,				
	George H. Varney,				
	Balance unexpended,				
		\$5,000 00			\$5,000 00

5. INCIDENTAL EXPENSES AND TRAVELING EXPENSES OF MEMBERS OF THE BOARD.

1912.		\$2,284 63 608 15 1,200 40 \$4,093 18	1912.	Appropriation (chapter 402, Acts 1912), Overdrawn, Amount carried forward,	\$6,000 00 19 63 \$6,019 63
	Printing,				
	Stationery and office supplies,				
	Postage and sundries,				
	Amount carried forward,				

DR. 5. INCIDENTAL EXPENSES AND TRAVELING EXPENSES OF MEMBERS OF THE BOARD—Concluded. CR.

1912.	<i>Amount brought forward,</i>	\$4,093 18	1912.	<i>Amount brought forward,</i>	\$6,019 63
	Books and periodicals, . . .	248 60			
	Expressage, . . .	324 19			
	Telephone and telegrams, . . .	592 48			
	Newspaper clippings, . . .	51 25			
	Advertising, . . .	116 86			
	Water and ice, . . .	23 60			
	Typewriting machines and supplies, . . .	165 52			
	Members' travel, . . .	165 73			
	Miscellaneous, . . .	238 22			
				\$6,019 63	\$6,019 63

6. RENT OF OFFICES.

1912.	Trustees Boston Baptist Social Union, . . .	\$3,255 00	1912.	Appropriation (chapter 402, Acts 1912), . . .	\$3,300 00
	Thomas M. James, . . .	266 67		Appropriation (chapter 636, Acts 1912), . . .	389 00
	Woman's Baptist Foreign Missionary Society, . . .	129 48			
	Balance unexpended, . . .	37 85			
					\$3,689 00

7. TEACHERS' INSTITUTES.

1912.			1912.	Appropriation (chapter 402, Acts 1912),	\$1,000 00
Paid for services of instructors and their expenses at institutes held at Boston, Berkley, Amherst, Northborough and West Granville,	\$635 58				
Wright & Potter Printing Company,	32 38				
J. L. Hammett Company,	2 50				
Balance unexpended,	329 54				
		\$1,000 00			\$1,000 00

8. INSTRUCTION OF THE ADULT BLIND AT THEIR HOMES.

1912.			1912.	Appropriation (chapter 402, Acts 1912),	\$5,000 00
Perkins Institution and Massachusetts School for the Blind,	\$4,962 60				
Balance unexpended,	37 40				
		\$5,000 00			\$5,000 00

DR. 9. SCHOOL REGISTERS, CENSUS BOOKS, AND OTHER SCHOOL BLANKS. Cr.

1912.		1912.	Appropriation (chapter 402, Acts 1912),	\$2,000 00
Wright & Potter Printing Com- pany,	\$1,096 36			
American Express Company,	49 68			
Adams Express Company,	45 55			
Balance unexpended,	808 41			
			\$2,000 00	\$2,000 00

10. SIGHT AND HEARING TEST MATERIAL.

1912.		1912.	Appropriation (chapter 402, Acts 1912),	\$800 00
Wright & Potter Printing Com- pany,	\$646 06			
Balance unexpended,	153 94			
			\$800 00	\$800 00

11. EDUCATION OF DEAF CHILDREN.

1911. Dec. 14		1912.	Appropriation (chapter 402, Acts 1912),	\$112,000 00
American School: — 33 pupils, quarter beginning Dec. 1, 1911,	\$2,337 50			

1912.	Clarke School: —			
Jan. 1	99 pupils, quarter beginning Jan. 1, 1912,	8,481 25		
	Sarah Fuller Home: —			
	9 pupils, quarter ending Jan. 1, 1912,	556 04		
12	Boston School: —			
	141 pupils, half year ending Jan. 31, 1912,	18,617 96		
Mar. 16	American School: —			
	34 pupils, quarter beginning March 1, 1912,	2,337 50		
Apr. 6	Horace Mann School: —			
	Traveling expenses of pupils, to Feb. 10, 1912,	1,399 28		
	Clarke School: —			
	99 pupils, quarter beginning April 1, 1912,	8,481 25		
20	Sarah Fuller Home: —			
	8 pupils, quarter ending April 1, 1912,	613 75		
May 25	Henry L. Wildes: —			
	Transportation of pupils to and from Horace Mann School,	82 65		
June 8	American School: —			
	33 pupils, quarter beginning June 1, 1912,	2,268 75		
	Henry L. Wildes,	98 90		
	<i>Amount carried forward,</i>	<i>\$45,274 83</i>	<i>Amount carried forward,</i>	<i>\$112,000 00</i>

Cr.

11. EDUCATION OF DEAF CHILDREN — *Concluded.*

Dr.		1912.	Amount brought forward,	1912.	Amount brought forward,
1912.					\$112,000 00
July 12	Amount brought forward, . . .	\$45,274 83			
	Horace Mann School: —				
	Traveling expenses of pupils, Feb. 10 to May 10, 1912, . . .	805 77			
	Henry L. Wildes,	51 65			
	Clarke School: —				
	105 pupils, quarter beginning July 1, 1912,	8,724 22			
	Boston School: —				
	139 pupils, half year ending June 19, 1912,	19,483 74			
	Sarah Fuller Home: —				
	9 pupils, quarter ending July 1, 1912,	625 00			
26	American School: —				
	Clothing for pupils to July 7, 1912,	193 20			
Oct. 14	Horace Mann School: —				
	Traveling expenses of pupils, May 10 to June 20, 1912, . . .	280 31			
Nov. 9	Sarah Fuller Home: —				
	10 pupils, quarter ending Oct. 1, 1912,	434 61			
	Perkins Institution: —				
	Board and tuition of Louis Yott and Nellie Winitzky, year ending June, 1912,	1,400 00			

23	American School: — 34 pupils, quarter beginning Sept. 1, 1912, Henry L. Wildes, Clarke School: — 115 pupils, quarter beginning Oct. 1, 1912, Horace Mann School: — 148 pupils, Feb. 1, 1912, to July 1, 1912, 144 pupils, Sept. 11, 1912, to Feb. 1, 1913, Traveling expenses of pupils, Sept. 11, 1912, to Nov. 10, 1912, Henry L. Wildes, Balance unexpended,	2,337 50 122 70 10,010 00 10,365 00 9,525 00 653 19 75 85 1,637 43	\$112,000 00		\$112,000 00
Dec. 7					

12. PRINTING AND BINDING ANNUAL REPORT OF BOARD.

1912.	Wright & Potter Printing Com- pany, Balance unexpended,	\$4,312 10 687 90	1912.	Appropriation (chapter 402, Acts 1912),	\$5,000 00 \$5,000 00

PART III.

INSTITUTE HELD UNDER THE DIRECTION OF THE
BOARD OF EDUCATION ON APRIL 29, 1912.

- I. ADDRESS BY WALTER S. PERRY ON "THE SCOPE AND
FUNCTIONS OF THE NORMAL ART SCHOOL IN THE
TRAINING OF TEACHERS AND SUPERVISORS OF
DRAWING, ART AND MANUAL TRAINING."
 - II. ADDRESS BY LESLIE W. MILLER ON "THE POSSIBLE
RELATIONS OF A STATE SCHOOL OF ART TO THE
INDUSTRIES OF THE COMMONWEALTH."
 - III. ADDRESS BY JAMES FREDERICK HOPKINS ON "WHAT
SHOULD BE THE WORKING EQUIPMENT OF THE
NORMAL ART SCHOOL?"
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I.

ADDRESS ON THE SCOPE AND FUNCTION OF THE NORMAL ART SCHOOL IN THE TRAINING OF TEACHERS AND SUPERVISORS OF DRAWING, ART AND MANUAL TRAINING.

By WALTER SCOTT PERRY,

Director of the School of Fine and Applied Arts, Pratt Institute, Brooklyn, New York.

THE ART SCHOOL AS A SCHOOL FOR TEACHING THAT WHICH MAY TRULY BE TERMED ART.

The time is not very far back when about all the work that was done in the ordinary art school consisted of drawing from plaster casts and from life. The pupils were kept drawing from the antique until sufficient progress warranted a transfer to the life class, and proficiency in cast drawing, and drawing and painting from life, constituted a so-called art education. Unfortunately, there are too many schools left in the country where this most inadequate training is still in vogue.

An applicant came to my office recently to apply for third-year work. The question was asked, "What did you do the first year in the school you have been attending?" The answer was, "We drew from plaster casts." What did you do the second year? Answer, "We drew from the full-length antique." What did you do afternoons? Answer, "There was no regularly assigned work, but we could go into a class in instrumental perspective if we wished." And yet this school and several others I have in mind are directed and presided over by artists, and the criticisms of each of the instructors is limited to an hour or two hours twice a week. In another school the students do absolutely nothing throughout their course but draw and paint from models. These models are often of an ugly and degenerate type. These schools furnish practice in drawing, but such work does not constitute an art education. It is rather a wicked waste of the students' time, — a stunting of all indi-

vidual qualities of development. There are only two things considered in such work, — life and portrait painting and pictorial illustration. But what of the many students who will not succeed as portrait painters or illustrators? Think of the loss of time and money, and of the disappointment and despair.

I have often said I would feel as fully justified in putting my hand into one's pocket and withdrawing one's money as in taking one's time and offering no more in return than is offered in some of the so-called art schools. I do not feel that I can emphasize these remarks too strongly, because there are still schools left in which too little thought is given to the problems that mean success or failure to art students, and because their time is not adequately filled with definite progressive work. Moreover, a school plant that is worth running at all is worth running to its maximum of efficiency, morning, afternoon and evening, and we are gradually waking up to the fact that school plants should yield more for the money put into them than they have in the past.

THE APPLIED ARTS SCHOOL.

Fortunately, many art schools have come to recognize the fact that there is something more to be accomplished in a school than to have students draw from the antique and paint the figure from life. There are many additional lines of applied work that call for thorough art training and which provide many avenues of remunerative employment for the students. In such schools the student learns to *find himself*, and eventually he becomes successful in some well-chosen line of art work, a contributor to the public welfare, to the home and to industry. There are many kinds of decorative and applied design, — interior decoration, architectural design, furniture design, weaving, book-making, jewelry, silversmithing, costume and commercial illustration that should be offered to students in every progressive art school.

One of the first art schools in the country to provide regular courses of study with the idea of an all-round development of the student was the Massachusetts Normal Art School. I am glad to say that it was my lot to be enrolled among the first students that met in the corner-dwelling in Pemberton Square,

Boston. All honor to-day to the Board which organized that school, and I speak with keen feeling when I accord to the name of Walter Smith of England the credit that belonged to him for what he did for the school and students in those early days. I recently found among my papers one of the first circulars issued by the school. It bears the date of 1874 and the words, "Department of Art Education, under the management of the State Board of Education." In the list of eight instructors is the name of George H. Bartlett, for many years principal of the school.

GROWTH OF ART SCHOOLS.

Art schools have multiplied rapidly in the land. Large cities have increased the number of art schools. Small cities have established a school or schools, and through the interest created a great work has been done for art and for industry and for the home.

A little beginning has often been fruitful of very large results in many towns and cities. In a city of 70,000 inhabitants, thirty years ago, an interest was first created by the introduction of drawing into the public schools. A small class in the high school taking the work as an optional study increased from 75 to nearly 400 in eight years. In that city, also, a little group of amateur artists first rented one small room and held semiannual exhibitions. The interest thus created grew with tremendous force, until to-day that city has a splendid art museum with a national reputation, with permanent and rotating exhibitions, and a school of fine and applied arts.

Toledo, O., has just opened a beautiful museum that has attracted the attention of the whole country. Yet I know, personally, of the little beginning that was made in that city some twenty years ago, when a series of illustrated art lectures was given to help awaken an interest in the subject of art.

Baltimore now has one of the finest buildings and best equipped art schools. This school, with its splendid courses of study, is under the directorship of James Frederick Hopkins, a graduate of the Massachusetts Normal Art School.

Philadelphia, with its splendid Industrial Art School; Providence, with its fine School of Design, its museum and exhibi-

tion gallery; Indianapolis, with its John Herron Art Institute and its splendid public school art work; St. Louis and Cleveland, with their 15 or more special teachers of drawing and excellent courses of study; the School of Fine and Applied Arts at Rochester, N. Y., with its new art-school building just completed; Milwaukee, St. Paul and Minneapolis, and scores of other places that might be mentioned, are illustrations of the widespread interest in a study that forty years ago first got a real foothold through the munificent contribution of Massachusetts in providing a free State art school and in passing a law requiring free evening drawing schools in the cities of the State. The influence exerted for good in this direction by the Commonwealth of Massachusetts cannot be estimated.

Three years ago the American Federation of Arts was organized in Washington, D. C. A small beginning, only, was the promise of the half a dozen who met as a committee of organization. But we had faith in the movement. To-day there are 129 chapters representing nearly as many cities and 27 States. The annual meetings in May have been widely attended and the papers presented have been of the greatest value. The association publishes an art magazine and keeps several traveling exhibits on the road that are in great demand. This is only another indication of the tremendous awakening in the interests of art and art instruction throughout the country.

NORMAL ART SCHOOLS.

The demand for thoroughly trained teachers of drawing and the applied arts is rapidly increasing. It is amusing now that it should have been thought by some that with the graduation of the first three or four classes from the Massachusetts Normal Art School the demand for teachers and supervisors had been met, and that there would be little demand in the future. Yet there is a large institute in this country that at one time maintained with its other schools a general art school and a normal art class for the training of teachers of drawing, and when matters seemed at the height of success the director of that school walked in one day and said to the normal art students, "I am convinced that there is to be no demand for supervisors of drawing in the future, and therefore it would not be right to mislead

you; so I propose to close out this department at once, giving you an opportunity to find something that will prove profitable to you." The papers published this statement and I remember how my own students came to me in alarm. It did not take long, however, to convince them that the world is really moving forward and not backward, and that there will be a greater but never a lesser interest in art. I have, myself, placed nearly 1,000 teachers of drawing and of the applied arts from the school with which I am connected, and every year sees the demand greater for thoroughly trained teachers. In fact, it is impossible to keep up with the demand, and during the past year I have had to say, "No, I know of no one," to many, many appeals for good teachers. Let me say, however, that the demand is only for thoroughly trained teachers. Superintendents will not now consider the class of candidates that they would at one time appoint to positions. There is little or no place now for the student who tries to cut a short road to the position of teacher of drawing. Sound, thorough, residential work in an art school of good standing is what brings the good position with ever-increasing salary. Of course, those superintendents who have little to offer will still seek students in schools where little is gained, because the salary can be cut to the barest living wage.

With the demand for teachers of drawing there have sprung up so-called normal art schools here and there and everywhere, but, unfortunately, many of these schools provide little that has a strong technical or educational value. Superficial makeshifts enable these schools to publish their statements regarding their courses in normal work, and by admitting without examination and by bait and prizes of various kinds, and by accepting most questionable work in lieu of genuine art work, they get students who must perforce become superficial teachers.

ENVIRONMENT OF THE STUDENT WHO IS TRAINING AS AN ART TEACHER.

What, then, should form the first requisite of a school for training supervisors and teachers of art education in the public schools? It should, for several reasons, be a real, genuine school of fine and applied arts, with courses in all kinds of art work. Normal students should see daily the many lines of the most

progressive and advanced work that a school can possibly furnish. The students should have the opportunity to see, to observe and to profit by the best technical and professional instruction it is possible to secure. Too often normal students are instructed by one or more teachers with indifferent art education, as though there was nothing to be done but to work out exercises equivalent to those of the graded schools in order to get a course of study suitable for children. The standard, on the other hand, should be so high that only applicants of the most pronounced ability should be admitted to the normal art class, and only art work of pronounced excellence should be accepted. A great mistake in some normal art schools has been that the normal courses seemed to be planned for the weak student, who can never make a success of any kind of genuine art work, but may learn just enough to teach children. Certainly, the work accepted and exhibited from the normal classes in some of these schools is an indication that this is so. On the other hand, the demand now for teachers by the live and progressive superintendents is for an entirely different class of students, who have the best training it is possible to secure.

Another reason for making the normal art course one of many art courses pursued in a genuine art school is that applicants, who are immature or who cannot measure up to the standard of the normal entrance examination, may spend one, two or more years in general training before being admitted to the normal class. Again, there are always some students who early give evidence of not qualifying for teachers, and they can often be directed to some other line of work in the school that will bring to them greater success. Then, too, the teacher trained as a supervisor should become a real power in the community. This may be accomplished through having received such a thorough and advanced training along many lines of fine and applied art, and having become generally acquainted with the entire work of an art school, so that he or she is able to command the respect of the community and be a real influence in furthering the varied art interests of his or her city.

QUALIFICATIONS AND PREVIOUS TRAINING OF APPLICANT FOR
NORMAL ART TRAINING.

An applicant for normal art work, I believe, should be at least nineteen years of age, and should have good health, a good voice, a mature and thoughtful mind, a love for teaching as a profession, and a general education equivalent to a four-years course in a high school of good standing. The course should be maintained only for those who possess natural qualifications as teachers. Fortunately, at the present time, many of the applicants for a normal art course are graduates of the State normal schools, many are successful grade teachers, and many have had a training of from one to four years in art schools. This is as it should be; supervisors and special teachers should come only from the ranks of those applicants who are thoroughly well prepared to be teachers of teachers and leaders in the community.

Even with the restrictions here outlined, the examinations given to make it possible to eliminate still further all undesirable applicants should be of the most searching character. The examination should include general free-hand drawing from ornament and common objects, light and shade drawing, design and color. Examinations should be given in English composition, general history, literature, geometry, current events, etc. The higher the standard is made the more applicants there are, for the following two reasons: —

First, the earnest and strong student is always looking for the school where he or she will come in contact with exceptionally strong students. If the standard is lowered to admit mediocre students, the strong, bright students will eventually turn their attention elsewhere.

Second, the best positions with high salaries go to the schools maintaining the highest standards of efficiency. Intelligent students know this, and, therefore, a high standard of work with the time of the students occupied to the maximum, and with many, and the best-trained, specialists acting as instructors, brings the highest grade of applicants. It is a fine thing when

the number of applicants is much in excess of the number that can be admitted, and this is what is brought about by a school with a high standard of efficiency.

TIME TO BE GIVEN TO TRAINING.

If the standard of admission herein outlined can be maintained, and previous normal, or art school training, or experience in teaching can be insisted upon, and only those passing the highest examinations be admitted, then two years of residential work *may* give the requisite training, *provided* the time in school and out of school is used to the very best advantage.

This brings me to what I consider one of the most important topics of this paper. On the whole, I believe there is no other school in which so much time is wasted as in many of the art schools. For some unaccountable reason, the opinion too often prevails that genuine and individual art work can only be produced by a kind of freedom that often becomes license, — in methods of work, hours and personal habits. Artist instructors also often hold to the same freedom and irresponsibility in their criticisms. I recently visited a large art school an hour before the afternoon session was supposed to be over. A very large number of students were loafing in the halls. In one room, only, were there any students at work, and all instructors but one of the entire corps had left the school for the day. I went directly from that school to a private art school, in which students have to pass stiff examinations and where the fees are unusually high, and every student was as absorbed in his or her work as though it was the middle of the morning. Every instructor of the afternoon classes was present and at work. That school is always filled with a fine class of students because it is a school where art study means business, and time is a factor worth considering.

I believe that every art school doing efficient work should maintain two sessions daily, morning and afternoon for all students, these sessions being approximately three hours each with an hour's intermission at noon. The work of the afternoon session should be very different from that of the morning. The reasons are as follows: the eye reaches its fatigue point at

the end of about three hours' work. To go on with the same work during the afternoon is largely a waste of time, for it is absolutely impossible for the student to see the same thing advantageously beyond a certain length of time. In the afternoon students should be assigned to different rooms with a different kind of work in hand, use a different medium, and meet a different class of instructors. I know that by such a plan or program almost, if not quite twice, as much work can be accomplished each and every day, making a two-years course of study cover what would take three or four years in a one-session school. Moreover, earnest students wish their time fully occupied. Students gain in one session by the impetus given by complementary work in another daily session. They meet more instructors, and become acquainted with more ways of doing things; they find themselves, and work out their own individuality. There is nothing more dangerous to one's individuality than for a student to work a prolonged time with only one or two instructors; but when a student meets five to eight instructors each week, the very fact that these instructors do not work alike helps the student to work out his own individual way of doing things. I have in mind a school where the annual exhibition always shows the stamp of students working continuously with two or three instructors who work in the same way. In another school with many instructors, and with many ways of looking at things, the exhibition bears the stamp of no one instructor in particular, but is individual to an amazing degree of excellence. In every program of every course of study pursued in an art school, the afternoon session should be devoted to an entirely different line of work from that in the morning. Again, no one kind of work should extend over three consecutive morning or afternoon sessions of each week. My experience is that students, and this has been proven over and over again, accomplish practically the same amount of work in three mornings or three afternoons that they otherwise would accomplish in five. If they know they can have five half days they lose the snap and vigor of work concentrated into a limited time. They lose enthusiasm and idle the time away, weakening their first efforts by drawing without well-directed effort.

PROGRAM OF WORK.

With these suggestions I come to the subject of program of work for normal art students. During the first year, two or three consecutive half days should be given to drawing and sketching rapidly from cast, the head and costumed figure, pose compositions, still life, and later in the year to drawing from the figure from life with special attention to action. In all this work exercises should be planned for definite, prescribed lengths of time, students aiming to get essentials and good drawing within these definite half-hour, hour, two and three hour, and sometimes two or three half-day, periods. Only in this way can those who are preparing to be teachers train themselves to acquire the habit of seeing quickly and correctly and accomplishing definite results in definite periods of time. All this is needed if these students are to be prepared to criticise quickly large classes of students when they go out as supervisors.

Another half day should be given to free-hand perspective, to quick, accurate sketching from objects, interiors, exteriors and street scenes, to landscape pencil sketching, and later to color over charcoal from still life.

Design and composition, occupying a full half day, should include instruction in the fundamental principles of constructive, decorative and pictorial art, the students working out original studies in space and line composition, showing construction and growth distribution of light and dark, and harmonious schemes of color, with application to things of use.

A half day should be given to the principles and practice of mechanical and architectural drawing. The problems should include projection, surface development, instrumental perspective and constructive design, together with measured working drawings of furniture and of architectural and machine construction.

Three half days may be given to the applied arts and to elementary manual training, the work consisting of weaving, simple embroidery, basketry, book-making and woodwork. All this work affords opportunity for the students to study materials and processes, gaining definite knowledge of the fundamental principles of applied design.

Another half day should be given to theory and practice of teaching art. A study should be made of art expression from the standpoints of general education, the needs of the child, and his development through the various grades in the elementary school. The problem should be worked out with particular reference to the child's environment, his occupations in the home and school, to nature study and to special days and seasons.

During the week throughout the year, at least two periods of fifty minutes each should be given to psychology and one to the history of art.

Some such program as this for the first year permits, in the second year, two half days to be given to life drawing and composition, two half days to water-color, one to applied design, four to manual training and wood carving, and one to method work, including general problems in applied design for the graded schools, such as tooled leather and pottery.

In life drawing and composition the aim should be to acquaint students with the true meaning of pictorial art. In the study of anatomy attention should be given to construction and action of the figure, — to that of the child, in particular. Composition should be studied with especial reference to the design element and to the difference in treatment existing between composition in decorative art and pictorial art. Consideration should be given in all this to the story-telling element, to atmospheric effect, and the relationship of the part to the whole.

In color the normal art student should consider color values and harmony through the medium of water color, using plant form, still life and landscape. The directness required to use the medium of water color successfully develops quickness of perception, while the judgment of the pupil is trained to select and arrange in orderly sequence the essential elements to be expressed pictorially.

In applied design the principles of art studied the first year should be further illustrated by working out original designs that may be applied by the students individually in the making and decorating of objects in wood, leather, pottery and textiles, including block-printing and stencilling; the relation of the design to the construction and use of the object, the adaptation of

ornamentation suitable to it, and the beauty of the motives should be carefully considered.

The work in manual training that is a part of this course should include the study of tools, woods, principles of construction, execution and the making of models. It should prepare the students for teaching the subjects of woodwork in the seventh and eighth grades and in high schools. Many useful objects may be made from the student's own designs, attention being given to beauty of form, proportion and adaptation to purpose. The woodwork should be correlated with other forms of manual training, such as cane and rush weaving and ornamental metal work. In wood carving, original relief designs in straight and curved lines may be made and applied to articles of use, such as paper-cutters, blotters, picture-frames, trays, mirror-backs and bookracks.

In theory and practice of teaching art a study should be made of the principles of art-teaching and the value of art in general education, the aim being to present practical problems in drawing, design and construction work which can be carried out in the schoolroom with simple equipment and with materials that may be easily procured. Lesson plans should be developed in relation to the school curricula, and an opportunity given, by teaching in the children's classes, to put into practice that which has been gained through the regular class work.

There may be some who say that students cannot accomplish much in water color in two half days a week for a year, but I assure you that such students not only bring their school work to a high standard of proficiency, but many students of such classes exhibit at the semiannual water-color exhibitions, their work passing the juries the same as that of all exhibitors. Moreover, I can assure you that in the two half days of illustration pose work, with a live teacher full of snap and energy, and with students working with all the ardor of enthusiasm in a class packing the room, the students in one year of two half days a week can make and properly mount approximately 100 drawings in the class of illustration alone. These same students in the afternoon are also working out thesis problems in furniture as their advanced bench-work, including tables, cabinets, chairs, writing-desks, inlaid-work boxes, bookcases and all sorts

of useful objects. These are made from the students' own designs, an outcome of the instrumental work of the first year. Add to this low-relief carving for paper-cutters, book-slides, mirror-backs, etc., and hammered metal for bowls, plates, etc., and we have an outline of work that can be accomplished in two years, if the right standard of admission is maintained and the equipment, plant and student worked to the maximum but right degree of efficiency, together with such an amount of home work as would be demanded of any up-to-date college or technical school.

INDIVIDUALITY.

I have frequently referred to individuality. I emphasize it as strongly as I know how. As an illustration, if a class of students is drawing from still life, every student should set up his or her own individual group, learning to bring together quickly from well-filled closets objects that group well in form and color. This is one of the most important things connected with the training of the would-be supervisor, — learning to see and to compose quickly, and through this knowledge learning how to lead others when he or she becomes a supervisor or a teacher of drawing in a high school.

I believe, too, that students should draw in the wide, open room with all the windows exposed that are on the north side of the room. Shadow boxes may be used, but students from the first should learn to draw in that natural, diffused light in which we see things. To close up all windows but one or two and leave, as it were, one hole in the wall or in the skylight, with one group of models for the entire class, is one of the worst features that can be maintained in art-school teaching. This is not the way we see and enjoy things, and I know well that elementary students in their first year do not need artificial restrictions in lighting that only deaden their powers of vision and make childish their first efforts at expression.

ART SCHOOL COURSES AND INSTRUCTORS.

Whatever the program of work in a school may be, it certainly is necessary to have a revision often of the various courses of study. After spending last summer in the most careful consideration of the many courses of study in the school with which

I am connected, I called the thirty or more art teachers together one week before the opening of school in September last. I reminded them that they had been told in June that every one must plan some better and more progressive way to meet his and her problems with the students than in the past, — a new way with new inspiration must be found for the work of the year, a way by which students would get greater benefit and accomplish more real, genuine art work for the time spent in study.

Together we talked the courses over for hours and then separated, each to bring his course of study later for consultation. Did these instructors rebel? No; every one of thirty was filled with enthusiasm and has put new life and vital work into his course this year. Many have come to me, since, filled with enthusiasm, saying, "How good it was to get thoroughly stirred up. The work now seems so much more alive." And yet this is only a repetition of every year's effort at improvement. The instructor whose work bears the same earmarks year after year ought to be dropped from any corps of instructors. There is no need of losing sight of any of the good things that have been done from year to year, but the instructor who cannot grow and who cannot change his methods and find new ways of getting more work and more individuality of expression from his students is not deserving of a continued place with the teaching force.

The aim of this whole course as here outlined is efficiency, — that efficiency that enables the student to see quickly and to execute quickly and accurately. There is no place in this course for the training of teachers that permits making only one or two drawings of a certain standard to cover a subject, regardless of the time consumed in execution. The aim is for live, active originality in execution rather than for labored results. In a certain foreign school I once saw a class of students who were giving two full weeks, morning and afternoon, to one small cast drawing of plant form, and this in the spring of the year, when life abounded in nature. The question might well be asked, Why were these students not drawing from real plant form, putting life and character into telling sketches? In short, why were they not *drawing* instead of frittering away most valuable

time for many days in stippling effects of light and shade? Why not photograph the cast, if realism is sought for, and then give the rest of the time to vital work in drawing? Yet there are schools in this country, as I said in the beginning of this paper, that are requiring students to work one or more years from plaster casts without a single element of life and action of human, animal or plant form, and without any work in design or composition, while other schools are doing little better in furnishing to the student a real *art* education. We want to train our teachers of drawing to *draw*, to execute, to see and criticise quickly, to design and apply their designs, and when they go out as supervisors they should be able to put into the schools a course in art education that has a plan showing constant growth, sequence and development. The course should be wisely worked out so as to develop efficiency in the largest way possible in the children in the various grades.

There has been too much time wasted in the public schools through teaching according to the whims, fancies and experiments of the supervisor who ignores systematic work and feels himself or herself bound to no well-studied plan of work.

A certain length of time being set apart in the schools for drawing, by the superintendent or school board, the children should be taught to draw, — to do something worth while; to design and to execute with some measure of precision. Already, school officers are demanding that results shall be greater for the time given and money expended. A higher and more efficient and definite standard of training for teachers of art and manual training will bring about better results.

This State has set a splendid example for other States, maintaining, as it has for nearly forty years, a free State normal art school. Every student of the Massachusetts Normal Art School, and every resident of the State, should be proud of the State's action and of the results that have come to this community and to the country at large through an art school fostered and supported by the good old Commonwealth of Massachusetts.

II.

THE POSSIBLE RELATIONS OF A STATE SCHOOL OF
ART TO THE INDUSTRIES OF THE COMMONWEALTH.

By LESLIE W. MILLER,

Principal of the Pennsylvania Museum and School of Industrial Art, Philadelphia.

That our educational ideas are undergoing radical readjustment is one of the most unmistakable signs of the times. We are at once losing faith in some of the old-time essentials and making enormously increased demands on the schools in connection with the actual business of living, and especially of making a living. It will hardly be claimed that the problems involved in making this readjustment are by any means solved, but whatever else may be uncertain in the issue of current discussion on this subject, three principles may, it seems to me, be fairly regarded as already established. One of them is this: that vocational education, to be made effective, cannot possibly mean anything else than thorough practical training in the vocations themselves. The desired end cannot be attained by teaching general elements and principles of practice that may ultimately find their application in industrial connections, with any one of which the pupil is not led to associate them very definitely as he goes along. Moreover, no amount of theory will take the place of sound technique, and skilled technique in any form of craftsmanship requires a much more generous apportionment of time and energy than has ever been found for it yet in any class of schools, with one exception, namely, the schools of academic art in which the student of the present day devotes himself almost exclusively to the technique of drawing and painting to the neglect of everything else that he ought to know.

The second principle is this: that however practical and immediately available for vocational purposes the education of the near future is to be, it cannot do without anything that was

really essential in the so-called cultural education of the past, whose methods of procedure, on the other hand, it seems destined to modify profoundly. The only question is, what is really essential and what can be spared as well as not. This means that we cannot have effective industrial education and leave out the element that only art, properly appreciated and understood, can supply.

The third principle is this: that however active and able private initiative may be in promoting such improvements as this educational reform to which we now seem to be fairly committed, the duties and responsibilities which the successful conduct of the movement involves must sooner or later be assumed by the State.

An enormous amount of the world's work in exploration and pioneer service has always been done, and probably always will be, by private enterprise and personal devotion, but when the exploration is reasonably complete and the outposts fairly established the question of their defence, their development, and the general utilization of whatever advantages they represent becomes a public matter. This applies to a lot of interests of which we hear a good deal nowadays, but I am sure it is not claiming too much to say that it applies in quite an exceptional way to those of education, and especially, just now, to those of industrial education.

Education as a State concern, and especially these new phases of it that deal with industrial and commercial efficiency, probably never advanced such strong claims as it is presenting to-day, and the conclusion is inevitable that if the educators can show that this vocational aim is a good thing, and that they know how to handle it, the State will have to support it and see it established with such standards, and on such a scale, that its advantages may be generally apparent and universally available. Fortunately, Massachusetts is the last place in the world in which it will be necessary to debate this point. This State has headed the educational procession so far, and there is no sign yet of any desire on her part to relinquish the leadership which she has hitherto exercised. All she wants is light on the way in which the procession is moving.

It is just about forty years since the Massachusetts Normal Art School was opened as the first exponent in America of these two ideas: that in art education, properly correlated and applied, was to be found the true secret of industrial efficiency, and that the fostering and promoting of such education was just as legitimate a function of the State as the care of any other of the fundamental needs of the community; and it cannot be denied that the experience of these forty years has justified this position, which was certainly a very advanced one for a single State to assume in 1872. We have lived to see it approved and accepted by the country as a whole, as far, at least, as industrial and art education can be made available in the elementary school, and the present insistent and increasing demand that the work shall be carried farther and developed on lines more directly related to the industries themselves is the direct and inevitable outcome of that earlier movement. But the Massachusetts Normal Art School has been much more than the exponent of an idea; it has formulated methods and has trained men and women who have made them effective, and I take it that every added proof of the correctness of the principles on which it was founded, and every new application of the truths which they embody, represents only so many stimuli to new exertion and further development. A qualifying clause which I used just now furnishes the text for pretty much everything I have to say. Let me repeat it.

I spoke of art education "properly correlated and applied" as the essential thing in industrial education. It certainly is, but it is the correlation and the application that make it so. Art education alone, as it is often understood, even when it enlists the highest abilities and is pursued with the utmost thoroughness, will not suffice. There is a lot of it in vogue at this moment liberally supported, and from its own point of view ably conducted, which is perfectly futile, possibly worse than futile, as far as the furthering of industrial aims is concerned. Anybody who knows anything about the work of the regulation art school, either here or abroad, knows that it is devoted from first to last, year in and year out, to the drawing of the human figure and the technique of oil painting as understood by the painter

of pictures. Now I am the last person in the world to under-rate or disparage the disciplinary value of drawing from the human figure. Such study is absolutely indispensable to the education of the draughtsman; its utility has been so conclusively demonstrated by centuries of experience that it is idle to question it; the arguments that have been used to discredit it have been refuted again and again; and it is inconceivable that any competent substitute for it will ever be found. Having stated my convictions in this matter as clearly as I can, I trust that nothing that I may have to say about the equally important matter of correlation and application will be misunderstood. Even when the object that is immediately sought is power in industrial design, as understood by the architect, for example, I suppose it would be hard to overestimate the value of continued practice in drawing the figure. One of the best architects this country ever produced, Walter Cope, told me that he never designed with so much readiness and freedom as when he was spending his evenings in the life class at the Pennsylvania Academy of the Fine Arts, and probably any good designer who had enjoyed the benefits of similar opportunities would bear similar testimony to the extent of his obligations to them. It is quite right that this recognition should be made, of course, and the only thing on which I insist is the fact that it was his daily absorption in the practice of his noble profession that enabled Mr. Cope to turn to such good account the power in design which his work in the life class gave him. If he had spent his days as well as his nights in the life class he might very easily have become in a few years as helpless and as aimless as the vast majority of students who dawdle away the best years of their lives in the art academies of Europe and America (those of Paris, by the way, being about the most unprofitable of all), making everlasting studies of nothing in particular and without accomplishing anything that can be taken seriously in the way of results.

“If I read as much as you do, I shouldn’t know any more,” said Herbert Spencer to one who expressed surprise at the limited extent of his reading, and any artist who has really done things would probably have much the same to say regarding the

danger of overdoing the passive part of the student's functioning. Of all the artists I have known Howard Pyle was the most severe, in his condemnation of the aloof and unarticulated life class as the Juggernaut of Art Education; but it would be easy to make a list of the men who count for most in the art attainment, even of the present, which is pre-eminently the age of schools, who feel quite as strongly as he did the limitations of the academic method and the necessity of associating with it the directing influence of definite and specific applications.

We must have, then, the training in art, pure art, if you prefer the expression. The purer the better, for that matter, and as much of it as we can properly assimilate and turn to good account. But we must not forget that the test of such assimilation must be fairly made as we go along, and that such artistic power as is developed must be directed into profitable, productive channels, or we shall not be rendering the kind of service to either the individual pupil or the State itself that those most deeply concerned have a right to expect. The pre-eminent claim of this Massachusetts Normal Art School has always been and should continue to be that it is, first of all, frankly and unmistakably a school of industrial art, the industrial purpose being proclaimed in terms so unequivocal that there may be no possibility of missing its significance. If this idea is carried out it will mean that the institution as it develops will become more a system, or complex, of schools than a single organization, each of these component members constituting a unit fairly complete in itself and devoted unreservedly to some form of craftsmanship, the principles and methods of which shall be taught so thoroughly, and the practice of which shall be carried so far, that the results will command the highest respect and will indicate an appreciable advance over current commercial standards with which comparison is invited. Such departments will be neither trade schools nor technical schools, properly so called, although they will profit by the experience of, and will help give direction to, both of these representatives of the vocational idea. They will not be trade schools because they will not be concerned with the production of wares, or the inculcation of methods, that are already very common, and they will not be

technical schools, because they will not be occupied to any great extent, at least, with the scientific side of our highly organized modern industries in which machinery plays so prominent a part, and the mastery of which is rather a branch of engineering than of art.

On the contrary, they will be devoted to such forms of craftsmanship as are distinctly artistic and the traditions of which are in danger of being lost, as far, at least, as the general public is concerned, through the substitution of machine methods, administered on an enormous scale, for those which once prevailed when more work was done by hand, when shops and factories of every kind were much smaller, and when the taste and skill of the individual craftsman counted, as a rule, for much more than they do to-day. I have nothing to say, in this place, at least, or in this connection, against the new ways of doing business or any lament to utter for the passing of the old. I certainly am not advocating any Utopian scheme for rehabilitating the methods that are dead and gone in place of the very vigorous system, whatever its limitations may be, under which we are living at present. I am only saying that we do not want to lose, in our modern methods of production, any more of the undoubted charm of the old things than is absolutely necessary, and that if we are to keep alive the sources of that charm, or even to design things that will be worth reproducing by machinery at all, we must still continue to do a lot of things by hand, as otherwise we shall miss the connection between ideas and their material embodiments which only the human hand has ever succeeded in making.

I think of at least a dozen such forms of handicraft in which it is for the most part impossible to separate genuine excellence from hand work such as would justify the classification of the executant as an artist-artisan. The list might be extended, but here are twelve forms of craftsmanship which might be taken to-morrow as furnishing the true basis for the work of a school of industrial art that would direct into profitable channels much artistic energy that is to-day in great danger of being wasted, and which could hardly fail to exert a kind of influence on the life of this, the typical industrial, Commonwealth that it sadly needs.

1. *Ceramics*, taught and practiced in such a way that there should be no mystery about any of the material or processes employed for any one who cared enough about the art to pursue it conscientiously, and that should show to all the world that good and beautiful ware can be made in Massachusetts as well as anywhere else.
2. *Metal Work*. — Gold, silver, copper, bronze and brass, including repoussé and enamelling, founding and chasing.
3. *Iron Forging*. — Perhaps the noblest form of industrial art, but one which has been allowed to fall into such neglect that the present generation hardly knows what it is. Excellent results are, however, now attending its revival in America.
4. *Stained Glass*.
5. *Glass blowing*, with all the delicate arts of coloring, engraving, etc., that go with it.
6. *Carving in Wood and Stone*.
7. *Mosaic*.
8. *Textiles*. — The work to be confined to fabrics of a distinctly artistic character. If this is done it will not overlap to any undesirable extent the work of existing textile schools which are devoted to the technology of the subject as understood by the manufacturer of staples on an unlimited scale in the big and highly organized mill.
9. *Printing*, considered as a reproductive art and including etching, engraving, lithography, photo-engraving and the arts of illustration generally.
10. *Decorative Printing*, stamping, embossing, etc., as applied to textiles, wall paper and similar fabrics.
11. *Decorative Sculpture* as understood by the architectural modeller, the worker in terra-cotta, cement, etc.
12. *Decorative Painting* as understood by the interior decorator, and including all such practical branches as stencilling, lettering, gilding, etc.

There are plenty of other branches that might be added. I have not said a word about leather work, for instance, in the city that is the center of the leather trade of America. I hope someone will say such a word, however, and will say it strongly enough so that those who come after us will not have to confess as we do that there is not a foot of leather made in America that is fit to use in bookbinding or any other art in which beautiful workmanship presupposes enduring qualities in the materials employed. But I will not go into that nor into cabinet-making,

or furniture, or indeed into any one of several other subjects that readily suggest themselves. The twelve headings I have given are enough for the present.

The center and soul of this system of schools of industrial art will of course always be the school of drawing, painting and modelling, which already exists and which only needs development in the direction which this association with practical aims would give.

I am aware that the training of teachers of drawing is and will probably long continue to be, the most obvious, if not the most important function of the school, but even if it were the only end to be served, such a scheme as I am advocating is indispensable if proper direction is to be given to the teaching of even elementary design. The futility of teaching design that bears only a theoretical or academic relation to production has been amply demonstrated, and the worst failures of our modern system as compared with the old way of doing things are directly traceable to our carrying the differentiation of the functions of the designer and the executant too far. Design always pre-supposes work to be done in carrying it out, and it cannot be properly taught except in the presence of the conditions with which its execution will be surrounded and on which the character of the ultimate result must very largely depend. As an academic abstraction it is one of the idlest forms of educational trifling in which the precious years of youth were ever wasted. Good design is never, to any extent that is worth talking about, a matter of rules and formulas which it is easy enough to make and to apply in connection with certain primitive forms of surface ornamentation. Radiation and symmetry, rhythmic repetition and harmony of tints, tones, proportions and all that are well enough in their way, and no one has anything to say against them, but no amount of insistence upon them, or reiteration of whatever truth they represent, will go very far toward helping the student to understand the nature of good design, the essence of which is something very different. For one thing, it always represents the reaction of materials and processes on the creative impulse of the artist. The designer must know enough about these materials and processes to be able to think in terms of

things. The academic designer does not do that; he thinks in terms of rules and formulas. He studies the grammar of a language, a few pages of it at least, but he never comes in contact with the living speech. There is only one way to correct all that, and if the sole object of this school were always to be the training of teachers of drawing and elementary design, the laboratory, or shop method, which I am advocating is the only way to make such training effective. But the influence of the school is by no means confined to the training of teachers. It is, and it aims to be to a still greater extent, a true conservatory of the industrial arts, where the methods and traditions of the higher forms of craftsmanship, which used to be called "mysteries" and were, wherever possible, often carefully guarded as trade secrets, can be preserved and made available for all who care to study them.

We used to hear a great deal about the "lost arts," and were told that our remote ancestors could do all sorts of wonderful things of which their degenerate descendants had lost the knack as completely as we have lost the mastodon and the dodo. Such talk was all nonsense, of course, but it was current enough a few years ago. "Man can do what has by man been done." If we have lost the knack of doing certain things that we once excelled in it is only because we have got out of practice through being occupied with something else. We can pick it up again if we have a mind to. I suppose there was never so much ability in the world, industrial or other, as there is to-day, and there are no lost arts that cannot be found again if we care to look for them.

The first aim, then, of this system of schools of practical methods would be not so much to popularize elementary knowledge of craftsmanship — the kindergarten side of industrial education is, perhaps, in more danger of being overworked than of being neglected — as to train real masters of the crafts; to set high standards of what excellence means; and to encourage a better class of production than is at all common at present. This means that the most accomplished industrial artists obtainable should be given charge of the different departments, and it also means that instead of formulating exercises to illus-

trate courses of study they should really produce beautiful things. Such things would inevitably possess a high commercial value, and I suspect that the real lion in the path, if he exists at all, will be encountered when the question of their disposal is encountered. For my own part, I believe he is an imaginary lion who will be found to be perfectly harmless when we come up with him; but a great many very good people will be afraid of him at first. It is inconceivable, however, that excellent work of any kind along the lines advocated in this paper is ever to be done in the consciousness that the result is to be thrown away as a matter of course; that the materials employed, often of considerable value, are being deliberately wasted; and that the energy and effort expended in producing something as good as its creators can make should be treated as of no more account than the pothooks of a writing lesson.

When I was in Munich a few years ago, I was attracted by a beautiful watch that I saw in one of the shops which, as everybody knows, are especially attractive in that artistic capital. When I noticed it the attendant said, "Oh, yes; the case was designed by Professor So-and-so of the Munich School of Industrial Art." The material used was an inexpensive alloy, but instead of being as plain as a white butter-plate, or "engine turned," or engraved with the commonplace devices with which we are all familiar, the case was exquisitely wrought in a bold and striking design full of the character that distinguishes the art of Munich, and enriched with a choice little bit of painting in enamel. I had never seen anything like it, or anything in any shop in Europe that I coveted quite as much, and when I bought it I brought away not only a valued souvenir of Munich, but a very definite impression of what the relation of a State school of art to the industries of the Commonwealth meant in the capital of Bavaria, and might, and ought to be made to, mean in Boston or any other capital city of a State as distinctly industrial as Massachusetts.

In a negative way I have a good deal of light on this same subject in America. One case is thoroughly typical; if it were in any sense exceptional I would not feel justified in referring to it. Soon after we established a textile school in Philadelphia,

the first one in the country, some rather pretty, but by no means remarkable, brocades were brought to me, and the question was asked, "Is anything of this kind made here, and if not, what is the reason?" I looked the matter up and was amazed to learn that, while a good deal of such stuff was used, and while \$7.50 a yard was paid for it, — although a manufacturer in Paterson assured me that \$1.50 would be a full price, — not a yard of such goods was woven in America, nor would it be worth while to make it until our dyeing was improved! If it hadn't been the dyeing I was sure it would have been something else, and it was borne in upon me that until our schools of industrial art are practical enough to handle the whole business of making beautiful things, from the raw material to the finished article, all the teaching of pure design that all the schools in the country can do will exert very little influence on the character of our productions. Moreover, it must not be forgotten that, while the education of the artist is a very important part of the State's duty toward art, it by no means constitutes the whole of it at any time. There must be something for him to do after he has got his education, or little but disappointment for himself, as well as for everybody else, will result. The arts are to be fostered as well as taught, the public taste is to be educated and a market for the product of the schools is to be provided. The things made are to have commercial value and they are to be distributed, and the agencies through which this is accomplished are to be recognized as just as legitimate a branch of the school's activity as the studio or the workshop.

For one thing, and at the outset of this effort to treat the output of the school with the respect which it deserves, the school building itself might very properly be made a monument to the attainments of those who work in it, and thus become at any stage of its completion an exponent of what had already been accomplished. There is, for that matter, no reason why it should ever be completed, in the sense that nothing remained to be done on it. Very few of the great cathedrals were ever completed in this sense, and those that were are often the least interesting of them all. From my point of view the most interesting architectural undertaking that is on foot to-day is the Westminster

Cathedral in London, where the walls and roof having been built on the most generous scale but in perfectly plain brick masonry, the enrichment, whether by sculpture, by mosaic or other incrustation, by stained glass, by painting or in any other form, is for the most part to come later. Meanwhile, the visitor is impressed with the feeling that this is something that can well afford to wait; that probably the longer it waits the better it will be, and that while the actual needs of the worshipers are fairly well provided for, it is good to feel that those who come after the present builders will have plenty to do. When the time comes to build a new normal art school in Boston, I should like to see a shell erected large enough to house the workers, as the hive houses the swarm; the swarm itself to do the rest. Very much the same thing can be done with other public buildings, the erection or remodelling of which will always furnish ample opportunity for the exercise of all the ability of this kind that is available. Public buildings treated in this way would furnish the best object lessons in every branch of industrial art, and we sadly need such object lessons. With exceptions that are pitifully few, nobody nowadays sees excellent work of any kind.

The child who grows up in any one of a hundred European towns has before his eyes, from the time they are opened on the world, examples for guidance and inspiration of incalculable value, with which nothing in the experience of the American child can for a moment compare. He sees not only the work of the cathedral builders and of many others who wrought on a similar scale, but he finds, even in many a humble village, objects which recall, in the most convincing way, the highly developed craftsmanship which constituted the true glory of the middle ages; which furnished the basis for all that was best in the attainment of the Renaissance; and the traditions of which still represent the richest heritage of the countries in which it was developed. It is all very different here; so different that it is only too easy to think, and too common to hear, of the present age as hopelessly given over to the production of the commonplace; to machine-made ornament; aniline colors; leather and paper that will not last over night; and so on indefinitely. There is a great deal too much ground for this feeling, but it

is not the whole truth, by any means. There are men among us to-day who could do as good work in wrought iron as was ever done in Nuremburg; as good work in stained glass as any French cathedral has to show; as good mosaic work or carving in wood or stone; as good weaving or dyeing or printing or bronze founding, enamelling or what not, as was ever done by anybody, if they were set to work in the right way; and what is quite as important, if not more so, there is abundant evidence that American people who have money to spend would buy such things if they had a chance. They must be given that chance, but neither the training of the artist nor the ordering of the object lesson for the public are things that will come about of themselves. They have never done so. That is just where the State comes in. It came in in that way, to excellent purpose, in Greece and in Italy, and it has always come in in that way in France. It is doing the best it can along similar lines in Germany, where the government does all sorts of things in the way of promotion and patronage, as well as in that of education, and it will come in in that way in America, when American statesmanship more fully understands the nature and extent of its duties and responsibilities. It has scratched the surface of the subject in tariff discussion and labor legislation, but the subject itself it has not yet tackled very earnestly.

Enormous development of a certain kind, the industries of the Commonwealth have had already, it is true, but we shall have to admit that much of it has been along lines which the State is hardly interested in extending. The distinguishing characteristic of most of the changes in our methods of manufacture, which are usually rated as improvements and of which the present age is sometimes inclined to be very proud, is the cheapening of the processes employed. To the extent that this cheapening results in making comforts and enjoyments accessible to the many instead of to the few, we all rejoice, of course; but to the extent that it affects unfavorably the man who does the work, and lowers the standard of all enjoyment, our rejoicing is qualified, to say the least.

I shall never forget the shock I received from a statement once made to me by the manager of a very large and thoroughly

typical industrial establishment in this State, who summed up with much pride the results of the "improvements" which his ability and energy had brought about, by saying that certain work which used to require a \$2-man could now be done by one who was worth only \$1. I am afraid I had some doubts about the work being quite as well done after the change as it was before, or of the purchasing public being the gainer by even a substantial fraction of what was saved in this way, while, frankly, not only was I sorry for the \$2-man who had lost his job, but I believed that the community as a whole and the State itself were distinctly the poorer as a result of the transaction. Now something of this kind has been happening for the last forty years all over this, the most distinctly industrial Commonwealth in the United States. Mechanical invention has made wonderful advances, and the production of coarse and common staples has increased by leaps and bounds, but everybody knows that the higher and finer forms of production have, almost without exception, lost ground. And what is true of the industries is true of the educational readjustment which is now going on. We are very strong on the technological side. The engineers and the chemists are being well trained for the work before them, and our whole scheme of higher education is adjusting itself to the needs which they, in part at least, well represent; but we are weak on the side of art as a directing and inspiring influence in skilled and tasteful craftsmanship. Such craftsmanship there must always be or the standards of production, and of citizenship too, will certainly be lowered.

But our art education must not only be effectively coupled with practical methods, it must itself be sound and true, which means, I think, that it shall be mainly concerned with the study of nature and with such branches of science as are concerned with the facts of form, of motion and of appearance. It should include a minimum of drawing from the plaster cast, that deadliest of academic obsessions; a fair amount of comparative anatomy and perspective; enough study of graphics to enable the student to understand and to make working drawings and to grasp the principles of shades and shadows, so that he can draw with his mind; and it should include a maximum of work from

nature. The student should draw from the living model from the very start, and should do a great deal of work, much of it in color, from the plants and flowers, birds, etc., which play so large a part in nature's own scheme of decoration. To catch and record the character and spirit of such things as these in as simple, direct and effective a way as possible should be the main business of the student. A good many people seem to think that industrial art means mechanical art, of which drawings made with the T square and triangle rather than a free hand are, perhaps, the most familiar representatives. It would be impossible to make a greater mistake. The basis of all work that has any right to be called art is free-hand drawing, painting and modelling; and even where the making of working drawings requires that lines be ruled and measurements made by means of instruments, the student should never be allowed to regard such work as anything but a necessary labor which is more or less of an interruption to his more serious study. His general culture must not be neglected, especially the historic side of it. He should not only be taught a good deal about the history of art, but he should learn to see history itself through the eyes of the artist.

This is one of the strong points about industrial art, — the historical method is to a considerable extent inevitable. The student has to know a good deal about the historic styles and the character of the different periods or he cannot deal intelligently with any of those forms of applied art in which the test of grammatical consistency and agreement with its surroundings is usually one of the first to be applied. That he should, from first to last, be continually occupied with original design goes without saying, and what should be insisted upon most strongly is the principle that all honors and rewards of any kind that are made use of as part of the administrative machinery should be bestowed only for work in design and its complete expression in material results. To give prizes for drawings from the cast or the life, or even for paintings from flowers or anything of that kind is, in my judgment, a great mistake, for the reason that it tends to lead the mind of the student away from the ends which the school aims to serve rather than toward them, and to exalt what is only a means until it comes to be thought of as a result.

Conducted on such lines as these a State school of art would need no justification or explanation. Its articulation, not only with the public schools, but by means of the workshop and the salesroom, with the industrial activities of the Commonwealth would be intimate and unmistakable. It would vitalize and direct the creative impulse of hundreds of eager and aspiring workers; it would become the acknowledged leader of the movement to rehabilitate home and village industries, and thus to counteract the terrible centripetal force of the cities; and it would supply the one essential element in universal education by which the living needs of the present may get the full benefit of all that is best in the experience and attainment of the past.

III.

WHAT SHOULD BE THE WORKING EQUIPMENT OF THE
MASSACHUSETTS NORMAL ART SCHOOL.

By JAMES FREDERICK HOPKINS,

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The working equipment of the Massachusetts Normal Art School will be discussed from three standpoints: I. Position; II. Opportunities; and III. Material Needs. All these viewpoints are closely related and mutually dependent one upon the other.

I. POSITION.

In order to thoroughly appreciate the position occupied by the Normal Art School one must know: (1) the reason for the introduction of art education into the schools; (2) the causes that led to the establishment of the institution; and (3) the work it has so successfully accomplished.

(1) The introduction of drawing, color and design into the public schools of Massachusetts was the direct result of an effort to promote a more æsthetic social life and safeguard the industries of the Commonwealth.

(2) The Massachusetts Normal Art School was established to train promoters of this more æsthetic social life and the industries through these fields of drawing, color and design, and right bravely and successfully has it done its work.

(3a) By means of one division of its product — teachers and supervisors — it has exerted a strong, direct influence through the public schools in this and other States in uplifting the taste, discrimination and purchasing power of the community. Through these same school children grown to maturity it has indirectly reached and modified the industrial field through a more appreciative and responsive artisanship.

(3b) By means of the second division of its product — de-

signers in the fields of interior decoration; furniture and furnishings; textiles and glass; sculptors, painters and illustrators; draftsmen in the mechanical, architectural, structural and ship and boat building fields; craftsmen of note in many materials; and tasteful artisans of many trades — the Normal Art School has also directly reached, modified and elevated in a marked degree many of the industries of this and other States.

(3c) As the parent school it has looked with pride upon the work of its graduates serving as directors and principals of leading schools of art in widely scattered centers throughout the country, and has always rejoiced over the many successes of its alumni in all walks of educational life at home and abroad.

Its place in the educational world and the accomplishments of these forty years of loyal service are absolutely unique in the history of American education.

A thorough appreciation of these facts of unique position and unusual service is the first unit in a working equipment of the school, and this state of mind is all important if one would follow clearly the succeeding stages of this argument.

II. OPPORTUNITIES.

To thoroughly appreciate the opportunities of the school, one must recognize in this movement for taste training: (a) the pioneer effort in industrial training; (b) that art education is a problem in conservation; (c) that art education demands a businesslike organization and administration; and (d) above all, that the school must be empowered to look into the future not with visionary suggestions but with a policy and an equipment able and ready to grasp the opportunities which lie here, ready at hand, as in no other State of the Union.

1. *Taste Training the Pioneer Effort in Industrial Education.*

In the multiplicity of interests in the educational work of to-day we are apt to forget that this art educational idea, through the Normal Art School and the public schools, was one of the first, if not the very first, serious movements for industrial education made by the State. While younger and more ambitious efforts have at times clouded the field, and because the art school and its graduates, like well-built machines, have been

doing a share of the world's work without rattle or chatter, its place, opportunities and, above all, its needs have been somewhat overlooked in the more recent attempts to promote industrial education.

2. *Art Education the Best Kind of Conservation.*

Massachusetts is a State without the wealth of raw material possessed by many of her more favored sisters. She is far removed from the vast natural supplies of coal and iron, cotton and wool, and dowered only with less consequential supplies of timber, clay and stone.

Her greatest asset is her power to educate brainy men, and aside from commerce her greatest hope for supremacy hangs upon the ability to develop superior intelligence, skill and, above all, taste upon the part of her industrial workers.

So it will be seen that these problems in art education, as they bear on skill and taste, lie very closely alongside the problems in conservation.

3. *Necessity for Businesslike Organization and Promotion.*

Art education should be regarded as a business, promoting taste training for the people; and as such should be provided with a forceful organization, equipment and plant.

Modern business requires a scientific organization with relationships, responsibilities and work so apportioned, appreciated and clearly defined among its component units that inspiring supervision is possible and constant; the utmost co-operation assumed at all times, duplication of effort avoided, a company spirit evolved that shall deliver the product without lack in continuity, loss of time or waste of power between divisions, and all this without waste of resources, income, initiative, by-products or lapse of purpose.

In the light of a comparison with modern business methods, the problems of art education as they present themselves in Massachusetts will clearly show the need of a forceful organization, and careful inspection of the questions involved should show how little real difficulties there would be in constructing such a fabric.

Lest these statements be misunderstood as they apply to the opportunities of the art school, let us look these questions squarely in the face.

Drawing, color and design begin in the primary grades, continue through the grammar classes, and thus pass into the high schools. When we consider that the Normal Art School must accept the product of the high schools and base its work upon such power as may thus be presented to it, it would seem that something has been radically wrong in that the school has not had the opportunity to outline requirements or has lacked the influence of suggestion concerning the kind of work carried on in the same high schools. How different in this respect is the attitude of the colleges toward these same high schools in the matter of their very definite entrance requirements!

Up to this time the art school has been forced to look helplessly on, committed to a policy of isolation by conditions beyond its control, and consequently powerless to suggest where remedies might be applied.

Let us hope that this great opportunity for a co-operative uplift between school and State will not be long in dawning, and that the right kind of a forceful organization, businesslike in methods and helpful in constructive inspiration, may lead to such standardizing of essentials as shall give to entering students the power that the Normal Art School must require in order that it may not be forced to do high school work in its lower classes.

4a. The Normal Art School of the Future with Provision for Theory, Practice and Application.

The Normal Art School of the future must make provision for all-round training of the broadest, the most thorough, and the most practical kind. It must possess equipment and offer instruction in the best methods of promoting the fine arts, illustrative arts, decorative arts and constructive arts.

In the new relations toward education and the promotion of a better social life, as well as the problems in the uplifting of the industries which the future is bound to bring to this school, it must be seen that normal instruction in art in relation

to life cannot be successfully presented on a basis of theory divorced from practice. It will not be educationally sufficient to produce the work on paper or canvas alone. There is an equal necessity for developing the power to work out the project for the place and in the material for which it was planned.

Therefore, the complete educational plant which must be created to meet the opportunities of the future must not only provide the studios, classrooms and design rooms, but must be equally well equipped with the workrooms and laboratories, wherein knowledge of material and methods of handling and manufacture may be taught in order to develop the craftsman's power of understanding and accomplishment.

4b. Normal Art School for Art Student and Artisan alike.

The art worker obviously majors in his taste training and expression, but his education is far from complete unless he undertakes minor training in methods, processes and operations in the field of industry in which his art training is to be applied.

The artisan, on other other hand, majors in his craft, but he must have assistance in the minor training of taste, appreciation and accomplishment in the fields governing his industry.

Unless such opportunities are offered to the industrial worker for supplementary training, his output will only parallel the product of the million anywhere, and his wage will be no higher than that commensurate with his skill. That skilled labor will always command a higher wage than unskilled is too obvious for discussion, but that the artisan trained in taste, feeling and power of industrial art production faces fewer limits in the matter of financial reward for his labor is a proposition that is now dawning upon many people.

It is a proposition that is absolutely vital to Massachusetts workers.

No other institution in the State is in so strategical a position to offer this major and minor training in industrial arts, either directly within its walls or indirectly through its graduates to student and artisan alike, as is the Massachusetts Normal Art School.

4c. *Policy toward Vocational Training.*

The Normal Art School should have a policy toward, and an opportunity in, the rapidly developing field for vocational training.

During all the years of its history, it has been training teachers and supervisors for general educational fields, for that liberal education which, as Mr. Charles A. Prosser has so clearly stated, has for its chief purpose "the preparation of young people to enjoy life, to become intelligent *consumers* of the goods of life, — religion, justice, music, art, literature, materials, — all the things which men in the pursuit of their callings in the professions, in the office, the shop, home and on the farm have contributed to the world's comfort and happiness."

That the citizens of this State do possess a more intelligent appreciation of material things in which taste and beauty play a part, and show a keener enjoyment of things artistic than is the case in less well-trained areas, is due largely to this school and the well-trained workers that it has sent out into the field.

4d. *Dominance of the Art Idea.*

In all of this elementary school work, this liberal education, this pre-vocational training, it should be recognized under whatever term you care to give it, that the art idea must dominate.

We may not be as outspoken as a certain high authority in this city who is reported to have said that the industrial supremacy of Massachusetts is far more dependent upon the æsthetic training of its people than it is upon the instruction offered in the "three R's," but as specialists we are all apt to be more or less prejudiced in favor of our subjects.

Certainly our problem is to develop æsthetic appreciation on the part of the general public; to ground our little people in the schools in the creed that a thing can be both beautiful and useful; to so train them that they shall choose and purchase the beautiful in preference to the ugly; and if we accomplish this, when they grow to become the buyers and the consumers of the community, we shall not lack for support or appreciation from the merchants of Washington, Winter or Tremont streets, or

from the proprietors of stores on any similar streets throughout the country. Joseph Jefferson once said, "You must not play to the orchestra alone, nor yet to the first balcony. You must never forget the second balcony. It is true they only pay a quarter to get in, but the boys and girls up there will in ten years be the men and women in the first balcony, many of them in the orchestra."

The questions which the superintendents of the future are going to ask this school are not "Can you furnish us a teacher of drawing? Of color? Of design? Of modelling? Of manual training? Of manual arts?" (meaning merely the hand exercise involved); as soon ask if the school is training pencils, color boxes, clay or the plane to do tricks. The question which will really come, although it may be worded in any form, "can you furnish a teacher to help train appreciative men?" is one which will involve not only the ideals of the institution but its equipment as well.

In that day there will be no differentiation between the teacher of art instruction and the teacher of manual training, for these ideals and the accompanying training will be combined in the one person.

4e. *Training for Life Work.*

The part that the art school is to play in the vocational education of the future is none the less important. Again, to quote from Mr. Prosser, this "vocational education has for its controlling purpose the fitting of young people for useful service, for wage-earning employment, for the effective *production* of the goods of life."

It will thus be seen that the whole period of education for any individual may be divided into two parts: the liberal, or pre-vocational period, and the vocational training, fitting for productive employment. In both of these important fields the art school should hold a dominant position.

4f. *Vocational Training from Fourteen to Sixteen Years of Age.*

The moment we pass the limit of the pre-vocational courses and strike the fields of pure vocational work, no matter whether the effort be found in elementary or advanced areas, we are

entering fields wherein the art idea must always dominate, and therefore are opening opportunities for effective service upon the part of the graduates of the Normal Art School.

Such work may be located with scholars in the years between fourteen and sixteen, tempting those who would otherwise go to work to remain longer in the classroom, under the promise of a better preparation for a wage-earning life. Such courses, presenting as they do programs of modified and intensified instruction, are sure to include mechanical, architectural and free-hand drawing, with sound training and knowledge of color and design as applied to the various industries and crafts, and these subjects must of necessity be taught with the power that becomes their importance.

We submit the proposition that the Normal Art School is the institution best fitted to offer to students well grounded in these more technical subjects of the constructive arts, and to graduates from the trades seeking preparation for the classroom, such courses in normal methods and supplementary training in drawing, color, design and the industrial arts as shall furnish teaching equipment for this most valuable and somewhat intensive instruction.

4g. The Normal Art School and the Trade School.

Trade schools in the Massachusetts scheme of education should do more than provide mere manual dexterity. Coupled with the efforts for developing the highest order of efficiency and technique in hand training should go adequate courses for tasteful head training, which shall safeguard the ability to do dexterously the skillful, technical work of the highest possible applied art order.

The teachers for this trade training will be the exceptional men and women who have themselves gone through the routine and training of their trades, and who pass to their classrooms, shops and laboratories of the trade schools through such courses of teaching methods as shall give them the power to impart their knowledge with system and success.

The teachers of such trade training as shall best elevate Massachusetts through the development of her applied-art indus-

tries must gain, in passing from their trades through their normal courses, much understanding, insight and appreciation of applied art through drawing, color and design. This can only be gained in adequate measure in an art school environment.

The Normal Art School, already equipped for pedagogic instruction, and of necessity provided with laboratories and applied-art workrooms, should be the only school to offer such a combination of normal methods, applied-art training and courses in appreciation.

4h. Relation of the Normal Art School to Technical and Manual Training High Schools.

The technical high schools and manual training high schools graduate students who will eventually enter the trades, serve as draftsmen or executives or enter the engineering colleges. These schools must present the soundest courses in the fundamentals in mechanical and architectural drafting, taught from the standpoint of the comprehension of such students.

If the product of these schools is to be thoroughly appreciative of applied-art training (and no Massachusetts course should ever be planned otherwise), and consequently show by tasteful production the knowledge gained by drawing, color and design, as well as by the more formal drafting, we must have teachers trained not alone on the engineering side, but who have grown up in the environment of the art school.

The Normal Art School, with its courses for training teachers in architectural and mechanical drafting in a sympathetic atmosphere of art school conditions plus the practical work in its laboratories and workrooms, naturally becomes the station from which teachers of drawing for technical high and manual training schools may be recruited.

4i. Appreciation of Opportunity.

In training teachers, therefore, for the broadening movements of the future in fine arts, illustrative arts, decorative arts and constructive arts, and specifically for service in the field of applied art in general, vocational, industrial, technical and trade

schools, the Massachusetts Normal Art School stands in an unrivaled strategetical position, and has a most important part to play. No other school can do this work so comprehensively or so well. It only lacks the authority to more broadly organize for this effort and the provision for an adequate plant in which to perform its work, in order to be of further and more vital service to the Commonwealth, and to perform the work under these altering conditions of the present day for which it was originally established and organized.

A thorough appreciation of these facts of unique position, potential influence and awaiting opportunity is the second unit in a working equipment of the school, and this second state of mind is all-important in order to appreciate its material needs.

III. MATERIAL NEEDS.

1. *Conditions require, and its History deserves, a New Site and a New Building.*

The first and greatest material need of the Normal Art School — a new site and a new building — must be apparent to every one in any way acquainted with the condition within this building and the opportunities that lie before the school as a power in the service of the Commonwealth.

(1a) With limited equipment, and under the necessity in earlier days of constantly molding public opinion, it has gone bravely forward, wisely and economically expending the means at its command, and helpfully maintaining the bridge that has carried most of us over into the land of our opportunities.

(1b) The present structure, although sturdily built, does not embody the most modern and specialized constructive features peculiar to art schools alone, and without which properly lighted and ventilated studios and workrooms are impossible.

(1c) These poorly lighted, improperly ventilated, overcrowded conditions are more or less a menace to the health and best development of the students from whom the State has the hope of future returns in executive power and efficiency.

(1d) Aside from the possibilities of fire within the structure itself, it is a well-known fact that no city building is safe in the event of fire in adjoining property. Under such circumstances

the escape of all the inmates of this school would be problematical.

(1e) It is shut in by high buildings, alike a menace in case of fire, preventive of that quiet and privacy without which good work is impossible, and, what is more serious still, darkened in many classrooms by the cutting off of absolutely necessary daylight.

Admitting these facts (and comparison of the structure of this parent school with the adequate structures provided for far less important work in less wealthy communities must bring the admission home) one cannot avoid the issue that removal is imperative and should be immediate.

The Massachusetts Normal Art School deserves, and its needs demand, an adequate, specially designed and constructed building for housing its activities, from which an effective State campaign may be directed.

A recognition and appreciation of this article of faith which many of us who love the school have held for a long time, backed up with the concrete evidence of works, would bring into being the third and most important unit in a working equipment for the school.

2. *Purpose of the School should be expressed in the Structure.*

Beneath the cornice of the Boston Public Library runs the inscription, "The Commonwealth requires the Education of the People as the Safeguard of Order and Liberty."

Upon the outer wall of a new Normal Art School might be as deeply cut this other and somewhat parallel inscription, "The Commonwealth requires the Art Education of the People as the Safeguard of Tasteful Social Life and Industrial Supremacy."

The building to house this parent school should be so studied, arranged and equipped that it will be an expression of the purposeful work of the school. While it need not be a palace, in the sense that we have been told certain libraries and art schools were "architects' libraries" and "competition schools," yet the details should be so sound and good that they may serve as inspiration and objects of study by the pupils therein.

3. *New Site.*

While circumstances and location of site are wholly beyond a paper of this character, yet three things are absolutely important in this connection: (a) the structure should be located in some position easily accessible to the established lines of communication; (b) the lot of land selected should be so located that uninterrupted north light that can never be cut off should be absolutely assured; (c) the lot should be sufficiently large to allow for reasonable and future growth of the school.

4. *General Character of Building.*

The structure should be planned to show three working floors and a high basement, providing: (a) studios and top-lighted halls on the upper story; (b) design rooms, workrooms and classrooms on the second floor; (c) offices, library, auditorium and applied-art rooms with all machinery on the first floor; leaving (d) the so-called basement floor which should be largely out of ground, for storage, preparation, lunch and recreation rooms, and heating, lighting and ventilating plant.

While it is not expected that such a building will require passenger elevator service, yet a freight elevator of sufficient size to easily take in the largest casts on pedestals, and to receive canvases or similar material from without the building, is a very vital and necessary equipment. In this connection there should not be overlooked the proper hoists electrically controlled for the removal of ashes, and sufficiently strong to handle any of the installations which may be provided in the basement or first floor.

5. *Details of General Equipment.*

While there are many details of general equipment which should wisely be discussed when the building reaches the stage of providing final specifications, — such as specific and most carefully studied schemes for lighting, fire protection, heating installation, plumbing and convenient service, — yet there are certain things which are so vital in art-school economy and are so frequently overlooked that it would be well to treat of them

here. These things are ventilation, provision for lockers, adequate equipment for safeguarding the sound physical efficiency of students and commodious lunch rooms.

6. *Ventilation.*

Student work to the best advantage when provided with abundant fresh air, proper temperature, adequate humidity, freedom from dust, pure water and cheerful sunlight.

"Ventilation" means more than the dictionary "to air" or "to replace foul air by fresh." The ventilation of an art school is a much more complicated problem. Rather does it mean conditioning the air in the varied studios and workrooms to the best requirements of the occupants of those rooms, and therefore solving those highly specialized problems peculiar to this type of structure.

Work in the studios, necessarily under broad skylights with large, exposed surfaces, presents unusual heating problems in winter and difficulties in ventilation in the late spring.

The difference in the temperature required for the general studios in contrast with those necessary for the life classes and the desirability of independent control in heating and ventilating for the executive offices, library or auditorium for service when the schools may not be in session present problems that should be considered and solved.

The odors arising from paint, turpentine and drying canvas are not inconsiderable, while the exhaustion of the air in the shops, together with more or less escape of fuel gas and fumes of crude oil used to fire the kilns, are subjects to be considered.

By no means least in the household economy is the necessity of proper exhaust for the lunch-room stove, that the odors of cooking may not permeate the building.

In order that the art student as a human machine may operate at the highest efficiency, every attention must be given to the conditioning of the air with which the art school is furnished. Ventilation must even be considered to be more than the *quantity* of air that is provided. The *quality* of air supply must receive every attention if we would avoid those symptoms of depression, headache, dizziness and fatigue always associated with badly ventilated rooms.

This involves the consideration of (a) quantity of supply, (b) temperature, (c) humidity and (d) freedom from dust.

(6a) *Supply*. — The Massachusetts requirements call for an air supply of no less than 30 cubic feet per pupil per minute, and in the best constructed high schools provision is frequently made for as much as 50 cubic feet per pupil per minute. Admitting the conditions of the art school to be unique and unusual, provision for the maximum and not the minimum supply should be specified.

(6b) *Temperature*. — Heating apparatus should be provided that would warm this abundant supply of air to a temperature of from 66° to 70° Fahrenheit upon delivery in the studios and workrooms, with opportunities for temporary or local increase in the life classes if necessary.

(6c) *Humidity*. — There is grave danger that the air in studios and workrooms, frequently closed to outside currents, will become artificially dry and therefore produce discomfort and disinclination for work even upon the part of adult students.

In such rooms, even if the air be pure though stationary and artificially dried, the blood in the body rushes to the surface in order to start gentle perspiration to aid in the reduction of temperature. This develops the "aerial blanket" of uncomfortable, moist atmosphere surrounding each body, and produces discomfort and restlessness. The blood is thus charging the surface vessels when it ought to be refreshing the thinking brain and aiding the student to appreciate form, see values and recognize subtle variations in color. This is the reason of brain fag and restlessness in the superheated, kiln-dried atmosphere of stationary air studios.

The solution of these difficulties, in addition to the constant inflowing supply, lies in the installation of apparatus for the artificial humidification of the air supply. This has long since passed its experimental stage, and is now being successfully supplied in many schools and in some business buildings. Its economy in human effectiveness and financial saving can only be appreciated by seeing what it accomplishes, for it produces healthful and comfortable atmospheric conditions at a lower temperature and with a consequent saving in fuel.

(6d) *Freedom from Dust*. — Dust in an art school does more

harm than simply changing values upon casts. It lacerates the delicate surfaces of the breathing tract, already parched by the unusual conditions of studio air, and such minute lacerations become ideal resting places for disease germs which ride about upon these particles of dust. Upwards of 90 cities are already caring for their school buildings with vacuum cleaners, and the number is increasing every day. The time is coming when we will keep our school buildings as clean as our hospitals, and for the same preventive reason.

7. *Provision for Lockers.*

This is a matter of very definite importance in the economy of any school, and is one which involves in very large measure the convenience of the students and, therefore, their working efficiency, as well as the safeguarding of hats and wraps. In the first place, the lockers for clothing should be provided independent of lockers for the storage of material. It has been found most convenient to place the clothing lockers (and these, while ventilated, should be as dust-proof as possible) in open storage on the floor at street level, and sufficiently near the toilet rooms to provide for every convenience. This allows students to enter at the street level to the basement floor, leave hats and wraps where they may be safely guarded by school servants, and thence pass to the classroom floors ready for the work of the school.

The lockers for materials should be provided on the different floors in such positions that they will serve the greatest number of studios, classrooms and applied-art rooms in which the students may be working, and at the same time be so placed as to afford easy access without interruption to working students.

8. *Safeguarding Sound Physical Efficiency.*

The Normal Art School is a school free to all citizens of Massachusetts, and as its purpose is the training of teachers and promoters in the field of arts it seems reasonable to suggest that the State has the right to expect the highest physical qualifications upon the part of those whom it trains so generously for life work. As there must be two parties to every contract it is only fair to assume that the students entering the school should

bring sound physical efficiency, should be willing to advance that physical power by every opportunity which may be offered, and to co-operate with the authorities in protecting the student body against contagious or infectious illness. The school, on the other hand, should provide such opportunities for physical training and refreshment as shall represent the equivalent of at least three hours per week, devoted to such care of health and to such forms of physical activity as shall expand the lungs, strengthen the heart and keep the body in good condition.

These most desirable provisions should arrange for a careful, physical entrance examination, which will record any physical defects and from which the individual vital index can be calculated and thus become the basis of the student's physical rating. If defects exist that may be remedied they should be attended to forthwith, and if they are such as will impair the efficiency of a student for future teaching service they should form the basis for retirement from the school.

Courses of lectures should be given on personal, home and classroom hygiene; simple preventive medicine; first aid; and the physiology of exercise and training. This should be a serious, definite part of the course; should be subject to examination and proper credit; and if rightly carried out should prove a profitable counterbalance to the more or less taxing exercises of the classrooms and the studios.

The gymnasium should not be too heavily equipped, but should provide such apparatus as will best promote collective and developing exercises. The wide floor should be utilized to the utmost for work in æsthetic dancing, folk dances, carefully supervised games and all those efforts that tend to develop not alone the physique but personal poise, grace, rhythmic movement and imagination.

Abundant locker space, dressing rooms, shower baths and a large swimming pool have been found to be vital necessities in gymnasiums best serving the art student. It is a lamentable fact that few art schools have made such adequate provision, and an equally notable one that in every city where important art schools are located the private gymnasiums recruit heavily their classes from those undertaking art training.

9. *Lunch Room.*

A large lunch room, conveniently placed, attractively arranged, well lighted and ventilated should be provided for the students. This room should carry adequate counters for the sale of simple, inexpensive and nutritious refreshments; equipment for making coffee, tea or cocoa; gas stoves for the preparation of food; and adequate facilities for washing and storing dishes. An important feature of this department of simple cooking is a hood over the stove, with exhaust fans so arranged that the odors of these attractive lunches should not permeate the building.

Tables for those who bring their own lunch or who wish to form lunch parties should be provided, and broad armchairs with table-rests for cups and plates should be arranged in abundance.

It may seem a small matter, but the lunch room may be made to play its part in the development of student dignity if special space is reserved for the advanced students. Such reservation acts as a restraining and very welcome taming influence upon the budding genius of the entering class. This isolation of the "children," as our freshman class is popularly called, has been of much service in developing school spirit and appreciation of senior dignity, without which little success in student government is possible.

The training of an art school should give the power to visualize conditions and to picture, as if in the concrete, those details which may be felt to be necessary to compass an adequate arrangement and equipment. Such an imaginary tour over the floors and through the rooms of a building suitable for the purposes of this school might be the best way of stating its needs and possibilities.

The visitor of the future who may enter a new normal art school should pass through hospitable portals into an entrance hall. On the right might be found the offices and reception room, while on the left of the hall wide doorways might show vistas into library and reference room. Ascending from this entrance hall would rise the wide stairway, from the landing of which would, perhaps, look down the Winged Victory of

Samothrace, a gift of the Alumni Association. Beneath the stairway at right and left would be wide entrances to the auditorium. Suppose we take certain of these units somewhat in detail.

10. *Executive Equipment.*

In the average art school sufficient consideration is not given to the group of rooms which must serve as the executive offices, and thereby is frequently lost a great opportunity for efficiency.

It is here that the public must come in contact with the school, either by inquiry or on proper visits to officers and students. From this group the discipline of the school must be maintained. From here should be handled the correspondence and bulletin service which will unite school and State. Here must be preserved the records of the department, accessible at all times to faculty, students and the public.

The working equipment of this executive unit should be complete and comprehensive. From the main entrance hall a broad doorway should open to the curator's room, and to that desk should come every inquiry from the public in relation to the school. To this desk should lead the telephone service from the city system, and from it should run the wires of the intercommunicating telephones within the building. On the wall should hang the master clock, striking all bells automatically, controlling the room and studio clocks and equipped to record watchman service as well. Within this room should open the record vault wherein would be filed the classified records open to the public. Easily accessible from this room should be a stock and publications file for the many documents, bulletins, outlines and examples of inspirational material available for distribution.

From the curator's room opens the reception and conference room, where parents and relatives may meet the students, visitors to the school may be received, and in which, on stated occasions, may be held the faculty meetings and small conferences with outside teachers. From this room a door naturally opens into the director's office.

Also opening from the main entrance hall should be the door to the preceptress's room, and from that desk should be handled every detail of student relation and school discipline. Here

should be located the school keyboard, carrying keys of every room, case, desk, file or locker of the school. While this room must of necessity be in communication with the curator's office, yet the partial privacy of a separate entrance from the halls and stairway would be welcomed by many a student who has personal details to take up with the preceptress.

Beyond the preceptress's room, and between it and the director's office, should be located a small room for correspondence and publicity, so constructed that it may be made reasonably sound-proof. From the desk of the office secretary, here located, should be handled all department correspondence, the preparation of bulletins and printed matter for school and State, and the duplication of material which may be of service in the conduct of the department. Here should be found the typewriter, the dictagraph and the duplicating machines, as well as files for correspondence and records. This room should also have access to the record vault, in order to safely stow away important papers.

This assures reasonable privacy and at the same time easy access to the director's office for the public, on the one hand, through the curator's room, and to faculty and students from the other direction, past the preceptress's desk.

Businesslike furniture of good line and quiet woodwork in the form of working desks, files, cases for storage of drawings, etc., should be provided. Arrangements should also be made for the display on the walls of the reception room of the best current work of the school.

11. *Library and Reference Rooms.*

The library and reference room of an art school should be the center of the intellectual life of the school. Even if the building be located under the shadow of a great public library, it is essential to the success of its work that convenient and comfortable workrooms be set aside for consultation and study of books, photographs, engravings, charts, etc., either belonging to its own collection or on loan from related institutions.

The room for the storage of books should be lined with an abundance of open shelves and floor cases for the storage of the larger books. Broad tables should be provided whereon books

may be studied or consulted and tracings and sketches made. The lighting of this room, and particularly the arrangement of the table lights, presents a problem which should be most carefully considered.

The reference room should adjoin the library or be made an important part of the book room. Here should be gathered, under conveniently arranged and easily accessible though dust-proof casing, the collections of photographs, engravings, prints, charts, etc., so necessary for the advancement of the student of art. It is an open question with those who have had experience in the handling of such material whether the mounts should stand vertically on shelves behind dust-proof doors, as in the Boston Public Library, or whether they may be more conveniently filed, and rendered more accessible to students, if placed in drawers on a vertical filing system, as is the case in the working libraries of several art schools.

The reference room, like the library, should be provided with broad tables for the consultation of the photographs and plates, and, like the library lighting system, offers every opportunity for careful study of table lights as well as general lighting for room and storage cases.

Provision should be made in the reference room for one of the modern storage cases for maps, in which the maps and charts of historic art development may be safely stored and yet easily convenient for reference.

The books, photographs, charts or reference material, lantern photographs, and indeed every unit of cast, framed photograph, diagram or museum specimen should be properly accessioned and adequately catalogued in the library. Under such conditions cross reference would be possible to locate material on display about the school or on file in other rooms, and would greatly aid all in any way utilizing the resources of the school.

One can conceive of no more attractive or valuable field of service for the Alumni Association than to take the problem of library increase, and the securing of new reference material, as one of the important fields of association endeavor, in the same manner that it is suggested that an organization of influential graduates charge themselves with aiding in the problem of museum collection increase.

12. *Auditorium and Lecture Rooms.*

On the main floor of the building, and entered immediately from the entrance hall, should be located an auditorium with inclined floor and gallery, sufficiently large to seat the student body and their friends at graduation time, to provide audience room for public lectures, and meeting places for conventions and conferences. The gallery might very properly be entered from the landing of the main stairway.

The platform should be sufficiently large, deep and properly lighted, also provided with adequate dressing rooms, to serve on public occasions and at such times of student efforts and pageants as shall promote the imagination and give knowledge and insight into historic periods. The stage should, of course, be arranged with proper surface to receive projections from the stereopticon.

The auditorium should be open to outside light and air and be particularly well ventilated, should have abundant exits on side corridors, and should be so arranged that it could be darkened for work with the stereopticon and projection apparatus.

Arrangements should be made for this projection apparatus in a small, fireproof room cut off from the gallery and sufficiently large for the storage, selection and arrangement of the lantern photographs.

In addition to this auditorium there should be small lecture rooms provided with broad arm seats for note-book work and properly lighted for talks, lectures and demonstrations to smaller bodies of students. These rooms should also carry apparatus for projection, and one should be provided as well with a reflectorscope.

13. *Applied-Art Rooms.*

On this main floor and therefore rightly lighted, or in the most satisfactory of the high basement rooms, should be located the series of workrooms and laboratories which, for the lack of a better name, may be broadly classed under applied arts.

We have already seen how absolutely necessary is the provision for practice and application as well as theory of design in all art work, and that which follows, while it cannot in a

paper of this character enter into every minor detail, still may suggest an extension of the equipment now in this building, which the school must always be proud to know represented the first installation for the teaching of applied-art interests within the walls of an old-line art school.

The most ideal layout for such an equipment would be a sequence of rooms entered from broad corridors leading out from the main entrance hall and encircling the auditorium. Such a series of rooms should be made as sound-proof as possible, and this has been found in the more recent manual training rooms to be perfectly practical and feasible. There should be in this series rooms for practical work in (a) wood working, (b) wood carving, (c) lithography, engraving, printing and leather working, (d) weaving, (e) metal working and jewelry, (f) forging and machine-tool practice, (g) clay working in both modeling and pottery, (h) stone carving, (i) leaded glass and other related efforts.

(13a) *Wood Working*. — This room should represent an equipment sufficiently complete to undertake all problems in bench work, cabinet work and the making of furniture. There should be provision for the soundest of training in pattern making for those students of the mechanical classes. Arrangements for lathes for training in wood turning and also for use of the classes in pattern making should be made. The necessary power tools to expedite this interesting field should be installed and abundant attention given to all storage and stock.

(13b) *Wood Carving*. — Adjoining the wood-working room should be the room devoted to wood carving. The equipment for this is less complicated and consists of carving benches and tools. This room is, of course, more or less dependent upon the wood-working room with which it should be closely connected.

(13c) *Lithography, Engraving, Printing and Leather Work*. — The Normal Art School has for some time been offering instruction in lithography and reproductive art in a manner that has brought to its courses the commendation of those engaged in these trades. The thoroughly successful work which has been done in these classes warrants a decided extension in material, equipment and layout. Massachusetts can well afford

to provide this school with as satisfactory arrangements in these subjects as is offered by the London County Council in the Bolt Court School.

This movement should be extended to cover a training in applied design in the field of printing, advertisement and display. This subject is taking such a definite hold upon courses in general education that the need of proper recognition of training in these subjects is very apparent. Fortunately, the equipment is not an expensive one and is so useful in the general economy of the school that it is safe to say that the time might easily come when the school catalogue could be printed and illustrated within the walls of the school. What can be done by the Carlisle Indians we are sure can be accomplished by the young men and women of Massachusetts. There is need for rightly trained teachers in this field, with full knowledge of technical and artistic conditions.

Instruction in applied arts as they influence bookbinding and leather working should be very definite and practical. Neither one of these industries requires extensive or expensive equipment, but the increment in financial value which art applications bring to these mediums is too well known to require any argument for extension along these lines.

(13d) *Textile Design*. — The power to become a successful teacher or designer in the textile field rests not only upon the theory and draftsmanship of the studios but upon actual practice in the weaving room and dyeing laboratories.

Such a course of study should develop teaching and guidance power not only to aid in the production of goods but also to prepare for those original weaves which could give to Massachusetts looms the opportunity to produce materials superior in texture, color and design.

The sound instruction in the design studios must, therefore, be related and applied to the actual practice on the machine. This involves a study of weave formation, textile calculations, analysis and structure of fabrics, practice in Jacquard design and machine operations, and a sufficiently comprehensive parallel course in textile chemistry to train in the dyeing of materials.

The equipment for this practical work should be comprehen-

sive and carefully chosen. It should be laid out and driven under arrangements in keeping with the best mill practice. It should be so administered that the student training for teaching or designing should find as much freedom and opportunity therein as should the exceptional operator who may enter the school to add training in pedagogy and practice in teaching to his already comprehensive industrial viewpoint.

(13e) *Metal Working.* — These rooms, two in number, should be among the best lighted in the building, and that devoted to metal working must be made reasonably sound-proof. Here should be found broad benches designed on the lines of the regular industrial plant and equipped with vises, anvils and a full assortment of individual tools. Blowpipes, annealing tables, pickling cabinets and furnaces for enameling should be provided. Not the least in such an equipment is the polishing and grinding machine, so equipped with exhausts for dust that it will be a pleasure rather than a difficulty to properly use it. Cabinets for the proper disposal of stock and storage should be specified, and every facility offered to make the training in this fascinating craft complete and valuable.

Jewelry. — This industry has taken such a hold upon Massachusetts that more than ordinary attention should be given to applied-art training in this very practical field. The simple benches necessary are not so expensive, while the blowpipes, soldering tables and wire bench take up but little room. It has been found valuable to introduce a small equipment of design benches in the jewelry room in order that correlative work may be easily carried forward.

(13f) *Forging.* — There should be an equipment provided in this subject equal in completeness to the manual training schools, although perhaps not as extensive in the number of units, and to this should come not alone those taking architectural drawing but those seeking training in the more advanced vocational lines. In all the work in this field special stress should be laid upon the dominance of the art idea.

Machine-tool Practice. — The present equipment in this field should be very definitely extended, and a sufficient number of units installed to give most practical training to those students

of mechanical drawing, as well as those entering the school to train as teachers, for the more advanced vocational lines.

(13g) *Clay Working in Modeling and Pottery.* — The modeling rooms should be so arranged that students from the different divisions of the school could carry on their courses therein. The rooms should be provided with movable screens which could be placed in such a way that advanced classes in modeling and life might be independently conducted for men and women. Adequate provision for casting should be a part of this equipment.

Pottery. — This is a field of training which will bear more and more definitely upon the applied art work of Massachusetts as time goes on, and every opportunity should be offered for the training of teachers in this fascinating field. As we read about the equipment required it seems complicated and expensive, but such in reality is not the case. The ideal arrangement of rooms for instruction in pottery would suggest a series of three reasonably large rooms, possibly provided with a laboratory and storage room for the results produced.

The first room of this series might well be labeled the preparation and decorating room, and the simple machinery necessary to work the clays from the crude form to the preparation of slip should be provided. Here should also be arranged the glazing equipment and the decorating tables. In connection with this work there should be a sufficient amount of instruction in chemistry to offer elementary, although practical, knowledge concerning the simple combinations of oxides and their action under heat.

The forming and casting room leads naturally from the preparation room, and here provision should be made for wheel throwing, pottery forming, turning on lathes and the making of molds.

Next in line is the drying and firing room, with its kilns for china and pottery, its outfit for spraying crude oil by compressed air for firing the kilns, the small crucible furnace for making tests, and the simple equipment for preparing the finished pottery before placing it on view for sale. Experience has proven that this room, where all the operations under heat

are carried out, can easily be removed from the rest of the pottery equipment, providing that easy communication through elevator service can be offered between the forming and the kiln rooms. The kilns might, therefore, be set up in the basement.

(13*h*) *Stone Carving*. — Much more is done in this field in the English schools than with us, but it is a branch of applied art which is sure to demand more or less attention. Some training in modeling, casting and stone carving should certainly be a part of the equipment of the architectural students.

(13*i*) *Leaded Glass*. — Not the least in importance are the workrooms with their wide benches, whereon work in leaded glass could be undertaken. The equipment here as in many another room is simple indeed. Spacious windows for testing results are necessary and important, and it is easy to imagine what beautiful examples will be produced within this studio.

14. *Classrooms, Design Rooms and Workrooms.*

The second floor of the building should be practically given over to the design rooms, classrooms and such workrooms as do not require top light. Here we should expect to find abundant space for the design courses most fundamental in the applied-art interests of Massachusetts. Here would be the rooms, too, for drawing from ornament and masks in relief, still life, etc., under strong side light. Classrooms, lecture rooms and model school rooms should be installed. Abundant space should be provided here for the collections of the school in examples of applied art, costume, etc. On this floor, also, would be located the mechanical and architectural drafting rooms and the classrooms for the more or less elementary free-hand and instrumental training.

15. *Top-lighted Studios.*

Top-lighted studios, arranged on the most modern system and ideally ventilated, should be arranged on the top floor. Here we should find the rooms for painting still life in oil, the studios for portraiture, the rooms for drawing and paint-

ing from life, the antique studios and the modeling rooms for work from relief and from life.

16. *Plant Room.*

Somewhere on this top floor should be arranged the conservatory, where, under glass, and available for study at all times, may be grown the plants and flowers most helpful to students in design. In this respect we can well afford to follow the lead of the Manchester (England) School in the adequate provision made for floral study. The success of this school in the national competitions and in the work in design is largely due to this generous equipment for fresh plants and flowers.

17. *Sun Room.*

We have found it very helpful, too, to provide a room under south top light to offer opportunities for drawing and painting with models posed in outdoor effects.

18. *Life Rooms.*

A very definite point should be made concerning adequate provision for separate studios for men and women in all classes in drawing and painting from life. This most important feature in art-school development must be put forward in every way within the power of the school. Indeed, in this discussion of equipment and material things along the line of applied-art interest, the touch with the industrial movement, and those phases of education which are thus involved, we are apt to overlook the opportunities for developing standards under which students should be graduated from the fine art, illustrative art and even decorative courses. This standard should be no less than the ability to soundly, accurately and successfully draw the human figure either from the model, from memory, more or less successfully from imagination, or as a decorative unit in a composition. Such training and such standards can only be reached by adequate studio provision, and if in the future the Normal Art School is to reach the standard in this field which its faculty would desire, it will be largely due to sufficient studio accommodation.

19. *Protective Insurance.*

Massachusetts industries produce annually over \$1,500,000,000 worth of manufactured materials. Of this enormous amount over \$500,000,000 are earned in industries in which the courses of the Massachusetts Normal Art School are more or less interested.

If it seems to any one that the kind of plant outlined in this paper is too extensive to be practical, or too expensive to found and maintain, let him recognize that the art school was established to do its share in safeguarding the industries, a protection which can be likened for the moment to a very definite kind of protective insurance.

Consider the policy of the conservative business man toward protective insurance in the every-day world. We know he gladly pays in many instances an annual premium of at least one third of one per cent. upon the amount of his holdings, and would consider his methods decidedly open to criticism if such sums were not annually written off for proper protection. The commercial world, therefore, would face as a routine thing the payment of over \$1,500,000 per year for the protection of only the material things which \$500,000,000 of annual production would represent. What would not any one of our business men pay if he could have his manufacturing pre-eminence absolutely guaranteed and protected?

Again, consider that the art school was founded to do its share toward the protection of just that pre-eminence, and it can be shown that it has done and is doing its work to the full measure of its equipment and maintenance.

With the frank admission of this obligation, — and no thinking person can deny the premises for one moment, — what is the reasonable amount that may be asked for to erect and equip a structure good for years of loyal service? What is this sum in contrast to the crying need of safe, modern and efficient quarters that this parent school faces to-day?

Provided such an equipment be granted, what, on the same ground, would be the increased amount for maintenance that would undoubtedly be requested, yes, even if it treble the

present annual appropriation, in contrast to the business communities' annual premium of over \$1,500,000, which is gladly appropriated to protect the material things of \$500,000,000 of annual production in which the art idea may be a very integral factor.

20. *To buttress the Supremacy of Massachusetts.*

Leave to our Southern mills and the cheap labor therein the making of lower grades of cloth; to the natural gas belt of the Middle West the cruder forms of pottery or glass; to the great metal plants nearer the ores and coal mines those more material products of iron and steel; leave to the millions anywhere — east, west, north or south — the crude products of unskilled, tasteless labor; even leave, if necessary and without malice or envy, to other centers their products of skill and ingenuity, for these can and will, in time, be handled by the millions anywhere; but reserve for Massachusetts her share of the woven and printed patterns of rare color and design in fine and sheer materials; printing serviceable wall papers; designing rugs and carpets; modeling for stone and wood carving and for artisanship therein; fashioning vases and pottery that express feeling for form and color; leading windows, transmitting beauty like unto that of historic days; rendering for wrought and hammered work within and without the home and the designing of furniture; publishing fine imprints and tooling rare bindings; promoting the metal-working field, the fashioning of fine jewelry, or the working of iron; and studying the preparation of suitable household furnishings and decorations. Let us train the boys and girls of the Commonwealth, who will be the men and women workers of to-morrow, so thoroughly and so soundly that the hall-mark "*Made in Massachusetts*" may be sought for and recognized upon America's finest production in industrial art.

Thus shall we bring home to the Commonwealth, not the starvation wages of the unskilled, nor yet alone the remunerative although fluctuating and uncertain returns of the skilled of hand, but a balance of exchange like unto that which has existed in every world's market whenever and wherever the

taste of the people furnished that manifold increment by means of which crude materials are elevated by the alchemy of tasteful, craftsman knowledge into the realm of worthy art production.

Thus will Massachusetts, pioneer in this campaign for the taste training of a people, truly offer an art education that will elevate both producer and consumer, and thus train to earn a livelihood and enrich to live a life.

AN ABSTRACT

OF THE

SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES
OF THE SEVERAL TOWNS AND CITIES IN
THE COMMONWEALTH

FOR THE

SCHOOL YEARS FROM JULY 1, 1910, TO JUNE 30, 1911, AND
JULY 1, 1911, TO JUNE 30, 1912.

EXPLANATION.

The Abstract of School Returns in this report includes statistics for school enrolment, membership, attendance and teaching force for the school year July 1, 1910, to June 30, 1911; and statistics on school enrolment, membership, attendance, teaching force, and also data on cost and sources of expenditures, for the school year July 1, 1911, to June 30, 1912.

Expenditures are classified in accordance with the schedule recommended by the United States Bureau of Education, and used in the form of accounting prepared by the Board of Education for the use of school committees in towns of 5,000 population or less.

Attention is called to the arrangement and grouping of towns and cities in the abstract.

1. Cities and towns are listed in the order of population.
2. Three groups are recognized:—

Cities.

Towns of more than 5,000 population.

Towns of less than 5,000 population.

3. An alphabetical index list of cities and towns is given on pages iii-vii. The number placed before each name corresponds to the rank of the city or town in the abstract. By the use of this index the statistics of any particular city or town can easily be found.

INDEX LIST OF CITIES AND TOWNS.

95 Abington.	339 Boxborough.
175 Acton.	295 Boxford.
207 Acushnet.	297 Boylston.
44 Adams.	69 Braintree.
129 Agawam.	303 Brewster.
343 Alford.	73 Bridgewater.
56 Amesbury.	282 Brimfield.
102 Amherst.	12 Brockton.
75 Andover.	168 Brookfield.
53 Arlington.	34 Brookline.
178 Ashburnham.	215 Buckland.
278 Ashby.	305 Burlington.
272 Ashfield.	
210 Ashland.	5 Cambridge.
66 Athol.	110 Canton.
37 Attleborough.	310 Carlisle.
158 Auburn.	211 Carver.
184 Avon.	268 Charlemont.
146 Ayer.	183 Charlton.
	216 Chatham.
113 Barnstable.	104 Chelmsford.
140 Barre.	21 Chelsea.
273 Becket.	218 Cheshire.
241 Bedford.	231 Chester.
182 Belchertown.	312 Chesterfield.
206 Bellingham.	24 Chicopee.
93 Belmont.	340 Chilmark.
269 Berkley.	244 Clarksburg.
277 Berlin.	42 Clinton.
292 Bernardston.	151 Cohasset.
29 Beverly.	202 Colrain.
147 Billerica.	82 Concord.
91 Blackstone.	242 Conway.
296 Blandford.	302 Cummington.
289 Bolton.	
1 Boston.	127 Dalton.
154 Bourne.	293 Dana.

59 Danvers.	322 Greenwich.
115 Dartmouth.	171 Groton.
61 Dedham.	163 Groveland.
166 Deerfield.	
193 Dennis.	186 Hadley.
164 Dighton.	311 Halifax.
172 Douglas.	198 Hamilton.
286 Dover.	300 Hampden.
131 Dracut.	319 Hancock.
118 Dudley.	161 Hanover.
328 Dunstable.	195 Hanson.
208 Duxbury.	128 Hardwick.
	264 Harvard.
132 East Bridgewater.	177 Harwich.
313 Eastham.	187 Hatfield.
67 Easthampton.	14 Haverhill.
217 East Longmeadow.	325 Hawley.
100 Easton.	336 Heath.
246 Edgartown.	105 Hingham.
304 Egremont.	255 Hinsdale.
280 Enfield.	144 Holbrook.
250 Erving.	173 Holden.
214 Essex.	352 Holland.
19 Everett.	148 Holliston.
	11 Holyoke.
101 Fairhaven.	170 Hopedale.
3 Fall River.	156 Hopkinton.
135 Falmouth.	261 Hubbardston.
17 Fitchburg.	80 Hudson.
331 Florida.	180 Hull.
123 Foxborough.	221 Huntington.
45 Framingham.	40 Hyde Park.
92 Franklin.	
223 Freetown.	88 Ipswich.
41 Gardner.	157 Kingston.
350 Gay Head.	
189 Georgetown.	251 Lakeville.
275 Gill.	155 Lancaster.
25 Gloucester.	274 Lanesborough.
341 Goshen.	9 Lawrence.
351 Gosnold.	121 Lee.
89 Grafton.	134 Leicester.
290 Granby.	138 Lenox.
288 Granville.	36 Leominster.
86 Great Barrington.	294 Leverett.
54 Greenfield.	107 Lexington.

SCHOOL RETURNS.

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334 Leyden.	320 New Braintree.
248 Lincoln.	220 Newbury.
243 Littleton.	32 Newburyport.
258 Longmeadow.	253 New Marlborough.
4 Lowell.	301 New Salem.
106 Ludlow.	16 Newton.
229 Lunenburg.	271 Norfolk.
7 Lynn.	27 North Adams.
276 Lynnfield.	28 Northampton.
	94 North Andover.
13 Malden.	58 North Attleborough.
150 Manchester.	205 Northborough.
99 Mansfield.	63 Northbridge.
74 Marblehead.	137 North Brookfield.
224 Marion.	213 Northfield.
33 Marlborough.	262 North Reading.
203 Marshfield.	152 Norton.
344 Mashpee.	227 Norwell.
240 Mattapoisett.	71 Norwood.
83 Maynard.	
130 Medfield.	259 Oak Bluffs.
26 Medford.	309 Oakham.
149 Medway.	98 Orange.
30 Melrose.	260 Orleans.
279 Mendon.	316 Otis.
169 Merrimac.	133 Oxford.
51 Methuen.	
68 Middleborough.	65 Palmer.
335 Middlefield.	327 Paxton.
252 Middleton.	39 Peabody.
43 Milford.	318 Pelham.
112 Millbury.	235 Pembroke.
228 Millis.	141 Pepperell.
72 Milton.	347 Peru.
346 Monroe.	291 Petersham.
111 Monson.	324 Phillipston.
79 Montague.	22 Pittsfield.
332 Monterey.	329 Plainfield.
348 Montgomery.	230 Plainville.
353 Mount Washington.	49 Plymouth.
	308 Plympton.
247 Nahant.	338 Prescott.
139 Nantucket.	285 Princeton.
57 Natick.	116 Provincetown.
103 Needham.	
354 New Ashford.	20 Quincy.
6 New Bedford.	

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|-------------------|-----------------------|
| 117 Randolph. | 136 Sutton. |
| 204 Raynham. | 85 Swampscott. |
| 87 Reading. | 188 Swansea. |
| 185 Rehoboth. | |
| 35 Revere. | 18 Taunton. |
| 299 Richmond. | 124 Templeton. |
| 257 Rochester. | 125 Tewksbury. |
| 78 Rockland. | 245 Tisbury. |
| 119 Rockport. | 349 Tolland. |
| 321 Rowe. | 249 Topsfield. |
| 232 Rowley. | 197 Townsend. |
| 287 Royalston. | 298 Truro. |
| 270 Russell. | 284 Tyngsborough. |
| 200 Rutland. | 333 Tyringham. |
| | |
| 15 Salem. | 181 Upton. |
| 212 Salisbury. | 114 Uxbridge. |
| 307 Sandisfield. | |
| 209 Sandwich. | 52 Wakefield. |
| 70 Saugus. | 337 Wales. |
| 314 Savoy. | 109 Walpole. |
| 153 Scituate. | 23 Waltham. |
| 159 Seekonk. | 64 Ware. |
| 162 Sharon. | 122 Wareham. |
| 196 Sheffield. | 120 Warren. |
| 219 Shelburne. | 317 Warwick. |
| 225 Sherborn. | 342 Washington. |
| 174 Shirley. | 47 Watertown. |
| 191 Shrewsbury. | 167 Wayland. |
| 345 Shutesbury. | 50 Webster. |
| 145 Somerset. | 97 Wellesley. |
| 10 Somerville. | 265 Wellfleet. |
| 281 Southampton. | 315 Wendell. |
| 199 Southborough. | 267 Wenham. |
| 48 Southbridge. | 96 Westborough. |
| 108 South Hadley. | 238 West Boylston. |
| 266 Southwick. | 165 West Bridgewater. |
| 81 Spencer. | 233 West Brookfield. |
| 8 Springfield. | 38 Westfield. |
| 233 Sterling. | 143 Westford. |
| 192 Stockbridge. | 326 Westhampton. |
| 77 Stoneham. | 234 Westminster. |
| 84 Stoughton. | 222 West Newbury. |
| 256 Stow. | 179 Weston. |
| 190 Sturbridge. | 142 Westport. |
| 254 Sudbury. | 62 West Springfield. |
| 263 Sunderland. | 237 West Stockbridge. |

SCHOOL RETURNS.

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323 West Tisbury.
 239 Westwood.
 46 Weymouth.
 283 Whately.
 76 Whitman.
 160 Wilbraham.
 176 Williamsburg.
 126 Williamstown.
 194 Wilmington.
 90 Winchendon.

60 Winchester.
 330 Windsor.
 55 Winthrop.
 31 Woburn.
 2 Worcester.
 306 Worthington.
 201 Wrentham.

 226 Yarmouth.

ABSTRACT OF RETURNS

ON

SCHOOL ENROLMENT, MEMBERSHIP, ATTENDANCE
AND TEACHING FORCE

FOR THE

SCHOOL YEAR FROM JULY 1, 1910, TO JUNE 30, 1911.

BOARD OF EDUCATION.

GROUP I. CITIES. — 1910-11.

	CITIES.	Population — United States Census of 1910.	Valuation — April 1, 1910.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1910.	
					Number of persons in cities between 5 and 15 years of age.	Number of persons in cities between 7 and 14 years of age.
1	Boston, . . .	670,585	\$1,393,765,423	2,077	117,244	78,211
2	Worcester, . . .	145,986	141,212,607	503	23,160	16,991
3	Fall River, . . .	119,295	92,488,520	329	21,642	17,160
4	Lowell, . . .	106,294	79,844,448	269	14,520	10,479
5	Cambridge, . . .	104,839	110,796,735	330	17,044	12,160
6	New Bedford, . . .	96,652	83,906,051	286	16,374	11,822
7	Lynn, . . .	89,336	72,648,640	250	12,871	9,351
8	Springfield, . . .	88,926	119,081,778	327	13,528	9,462
9	Lawrence, . . .	85,892	65,446,007	206	13,500	10,388
10	Somerville, . . .	77,236	66,376,338	248	12,112	9,355
11	Holyoke, . . .	57,730	49,862,240	170	10,979	8,886
12	Brockton, . . .	56,878	43,353,741	204	9,229	6,538
13	Malden, . . .	44,404	40,491,384	149	8,262	5,817
14	Haverhill, . . .	44,115	32,929,962	150	7,121	5,185
15	Salem, . . .	43,697	33,525,900	122	7,586	5,121
16	Newton, . . .	39,806	73,587,510	165	6,769	4,840
17	Fitchburg, . . .	37,826	30,122,175	106	7,030	4,949
18	Taunton, . . .	34,259	22,780,761	128	5,705	4,125
19	Everett, . . .	33,484	27,777,700	138	5,947	4,453
20	Quincy, . . .	32,642	32,456,380	127	7,954	6,597
21	Chelsea, . . .	32,452	25,720,100	102	6,143	4,505
22	Pittsfield, . . .	32,121	24,979,745	128	5,344	3,779
23	Waltham, . . .	27,834	26,104,365	74	4,009	2,829
24	Chicopee, . . .	25,401	13,309,680	90	3,908	2,995
25	Gloucester, . . .	24,398	23,739,498	113	4,485	3,083
26	Medford, . . .	23,150	23,683,100	94	4,094	2,925
27	North Adams, . . .	22,019	16,459,242	81	4,643	3,261
28	Northampton, . . .	19,431	14,754,111	76	3,402	2,333
29	Beverly, . . .	18,650	35,643,475	81	3,334	2,320
30	Melrose, . . .	15,715	16,463,865	62	2,739	2,042
31	Woburn, . . .	15,308	11,491,511	59	3,715	2,149
32	Newburyport, . . .	14,949	15,242,057	45	2,361	1,682
33	Marlborough, . . .	14,579	10,423,083	56	2,748	1,957
	Totals, . . .	2,295,889	\$2,870,468,132	7,345	389,502	277,750

SCHOOL RETURNS.

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GROUP I. CITIES. — 1910-11.

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
110,247	2,134	12,281	62,469	99,269	90,489	91	6,595
23,070	- 24	2,428	15,630	20,514	18,828	92	1,503
16,687	212	1,124	11,357	14,496	13,429	91	427
12,509	516	1,167	7,873	10,840	9,983	92	474
16,371	729	1,670	10,360	15,135	14,137	93	1,015
12,804	40	609	8,718	11,083	10,580	95	243
11,417	-	1,393	7,142	10,788	10,048	93	494
16,074	1,009	1,892	9,190	13,551	12,504	92	652
9,375	-	614	7,406	8,445	7,895	94	478
12,517	50	1,787	8,144	11,773	11,080	94	805
7,127	454	769	4,431	6,262	5,753	92	288
9,317	13	1,180	6,246	8,846	8,311	94	556
7,202	-	1,065	4,772	6,651	6,195	93	480
6,523	154	724	4,032	5,688	5,179	90	325
5,327	188	530	2,730	4,614	4,279	92	260
7,141	219	1,383	4,036	6,642	6,094	92	537
4,424	6	575	2,966	4,070	3,824	94	271
4,750	-	459	3,320	4,461	4,208	94	167
6,484	-	722	4,462	6,182	5,869	95	406
5,930	-	498	4,496	5,550	5,167	93	444
5,919	-	554	4,441	5,551	5,562	92	259
5,847	195	547	3,093	5,197	4,813	91	366
3,415	114	500	2,113	3,230	3,002	93	189
3,436	99	234	2,256	3,143	2,867	91	92
4,872	52	783	3,034	4,602	4,469	97	256
4,577	19	609	2,868	4,266	3,988	93	266
3,482	213	306	2,104	3,024	2,816	93	169
2,762	77	254	1,837	2,509	2,396	96	99
3,955	25	455	2,400	3,377	3,076	91	259
2,890	-	527	1,757	2,643	2,501	94	330
3,090	10	415	1,967	2,888	2,712	93	140
2,127	-	391	1,285	1,918	1,782	93	142
2,501	-	262	1,883	2,298	2,151	93	213
354,169	6,552	38,707	220,818	319,506	295,987	93	19,200

BOARD OF EDUCATION.

GROUP I. CITIES. — 1910-11 — *Con.*

	CITIES.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
1	Boston,	382	2,495	125	290	2,098	9-8	
2	Worcester,	74	632	12	85	505	10	
3	Fall River,	34	444	16	28	94	9-5	
4	Lowell,	24	312	13	23	131	9-11	
5	Cambridge,	53	403	28	48	254	9-12	
6	New Bedford,	21	305	6	14	236	9-13	
7	Lynn,	25	290	14	34	122	9-15	
8	Springfield,	50	441	35	64	291	9-1	
9	Lawrence,	17	283	5	21	115	9-10	
10	Somerville,	41	298	12	45	136	9-4	
11	Holyoke,	21	210	9	31	153	9-10	
12	Broekton,	19	238	5	39	149	9-2	
13	Malden,	28	172	9	24	113	9-3	
14	Haverhill,	15	184	-	24	70	9-5	
15	Salem,	14	142	7	23	94	9-2	
16	Newton,	36	237	13	45	171	9-7	
17	Fitchburg,	18	115	1	26	48	9-14	
18	Taunton,	12	148	3	13	83	9-7	
19	Everett,	13	181	1	13	94	9-4	
20	Quincy,	18	148	3	23	73	9-2	
21	Chelsea,	8	126	2	15	69	9-2	
22	Pittsfield,	13	162	2	17	1	9-16	
23	Waltham,	10	99	4	15	70	9-8	
24	Chicopee,	5	100	-	9	76	9-9	
25	Gloucester,	8	132	2	15	25	9-15	
26	Medford,	15	113	7	18	44	9-4	
27	North Adams,	10	107	3	13	54	9-10	
28	Northampton,	7	90	5	13	46	9-15	
29	Beverly,	11	112	-	20	76	10	
30	Melrose,	7	80	9	17	45	9-3	
31	Woburn,	6	67	2	8	18	9-3	
32	Newburyport,	7	56	-	12	3	9-10	
33	Marlborough,	6	69	3	9	29	9-14	
	Totals,	1,028	8,991	356	1,094	5,586	9-9	

SCHOOL RETURNS.

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GROUP I. CITIES. — 1910-11 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
15	9-8	446	6,445	7,275	2,588	3,029	651	865
3	10	109	1,269	1,525	606	678	127	194
1	9-5	32	463	537	179	174	52	80
1	9-14	38	576	686	210	233	91	120
2	9-13	71	895	941	338	319	146	139
1	9-15	21	267	368	131	165	33	40
2	9-15	47	616	737	205	247	91	121
3	9	91	952	1,010	374	404	87	104
1	10	28	432	403	170	137	57	56
2	9-5	63	830	1,058	332	347	125	152
1	9-10	33	372	391	155	129	47	58
1	9-8	42	521	585	194	221	53	96
1	9-7	39	456	533	177	181	59	86
1	9-15	27	310	440	128	177	45	65
1	9-2	26	313	343	118	139	51	48
2	9-9	62	666	802	229	235	74	118
1	9-14	28	369	415	127	147	51	60
1	9-18	13	181	284	70	108	18	47
1	9-6	24	301	443	148	186	39	70
1	9-8	28	414	362	158	121	35	56
1	9-4	19	196	279	95	102	26	46
1	9-16	18	249	290	118	105	42	69
1	9-10	19	256	287	106	102	31	46
1	9-11	12	101	120	34	40	10	21
1	9-15	18	215	316	90	120	22	45
1	9-10	22	301	331	107	128	36	30
1	9-15	17	177	216	65	97	16	27
1	9-15	14	97	176	35	61	12	21
1	9-14	25	274	408	107	119	23	48
1	9-8	20	277	309	80	89	61	46
1	9-5	13	193	236	72	68	25	39
1	9-9	14	219	231	68	76	33	39
1	10	10	208	244	51	81	16	34
55	9-11	1,489	19,411	22,581	7,665	8,565	2,285	3,146

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1910-11.

	TOWNS.	Population—United States Census of 1910.	Valuation — April 1, 1910.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1910.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
34	Brookline, . . .	27,792	\$108,634,000	96	3,740	2,642
35	Revere, . . .	18,219	17,719,612	90	3,705	2,611
36	Leominster, . . .	17,580	12,398,235	53	2,981	2,151
37	Attleborough, . . .	16,215	16,896,725	59	2,664	2,114
38	Westfield, . . .	16,044	9,459,029	56	2,820	1,892
39	Peabody, . . .	15,721	11,091,050	52	2,560	1,971
40	Hyde Park, . . .	15,507	14,638,575	43	2,902	2,280
41	Gardner, . . .	14,699	8,245,905	41	2,351	1,885
42	Clinton, . . .	13,075	8,439,912	47	2,405	1,661
43	Milford, . . .	13,055	9,331,470	47	2,345	1,680
44	Adams, . . .	13,026	6,204,433	44	2,503	1,671
45	Framingham, . . .	12,948	11,962,940	54	1,982	1,382
46	Weymouth, . . .	12,895	7,929,074	54	1,934	1,418
47	Watertown, . . .	12,875	14,423,061	43	2,109	1,486
48	Southbridge, . . .	12,592	5,972,897	30	2,156	1,575
49	Plymouth, . . .	12,141	11,275,792	51	2,073	1,481
50	Webster, . . .	11,509	7,789,770	24	2,142	1,504
51	Methuen, . . .	11,448	7,198,034	47	2,308	1,646
52	Wakefield, . . .	11,404	9,380,540	51	1,905	1,327
53	Arlington, . . .	11,187	11,887,267	48	2,203	1,638
54	Greenfield, . . .	10,427	10,130,382	44	1,661	1,169
55	Winthrop, . . .	10,132	13,195,300	38	1,762	1,405
56	Amesbury, . . .	9,894	6,247,477	21	1,529	1,098
57	Natick, . . .	9,866	8,221,600	38	1,604	1,142
58	North Attleborough, . . .	9,562	7,732,240	38	1,331	950
59	Danvers, . . .	9,407	6,470,425	36	1,358	1,026
60	Winchester, . . .	9,309	12,758,750	38	1,770	1,123
61	Dedham, . . .	9,284	13,328,702	46	1,635	1,150
62	West Springfield, . . .	9,224	7,319,159	47	1,757	1,233
63	Northbridge, . . .	8,807	4,594,600	37	1,632	1,290
64	Ware, . . .	8,774	4,814,775	29	1,673	1,308
65	Palmer, . . .	8,610	4,364,687	35	1,471	1,051
66	Athol, . . .	8,536	4,643,701	30	1,336	936
67	Easthampton, . . .	8,524	5,961,261	26	1,399	993
68	Middleborough, . . .	8,214	4,644,805	35	1,284	915
69	Braintree, . . .	8,066	6,265,880	40	1,486	1,070
70	Saugus, . . .	8,047	5,510,516	40	1,622	1,251
71	Norwood, . . .	8,014	14,033,280	38	1,417	1,073
72	Milton, . . .	7,924	26,689,650	45	1,327	1,006
73	Bridgewater, . . .	7,688	3,467,827	26	773	546
74	Marblehead, . . .	7,338	8,785,944	27	1,091	739
75	Andover, . . .	7,301	6,737,207	34	1,215	845
76	Whitman, . . .	7,292	4,994,721	28	1,154	867
77	Stoneham, . . .	7,090	5,055,916	27	1,116	797
78	Rockland, . . .	6,928	4,226,125	26	1,059	732

SCHOOL RETURNS.

XV

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1910-11.

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
4,298	302	633	2,361	3,744	3,471	93	228
4,181	-	390	2,736	3,914	3,651	93	199
2,572	7	286	1,425	2,265	2,117	93	106
2,634	28	214	1,795	2,317	2,161	93	141
2,579	78	293	1,567	2,356	2,212	93	163
2,343	17	271	1,493	2,175	2,035	94	128
2,092	-	302	1,327	1,893	1,767	93	124
1,936	-	251	1,320	1,818	1,719	95	122
2,031	14	196	1,391	1,878	1,765	94	103
2,102	-	313	1,484	1,951	1,877	96	78
2,027	24	179	1,402	1,833	1,754	96	70
2,264	2	257	1,494	1,229	1,953	91	116
2,306	29	269	1,443	2,142	1,971	92	118
1,783	3	122	1,116	1,643	1,527	93	86
971	1	85	613	812	750	92	33
2,207	-	195	1,492	2,082	1,957	94	82
988	3	81	621	804	748	93	35
2,465	12	130	1,455	1,999	1,767	93	67
2,452	22	333	1,445	2,153	2,039	95	122
2,394	-	332	1,538	2,182	2,063	95	170
1,893	39	197	1,218	1,712	1,534	90	94
2,031	-	267	1,314	1,800	1,669	91	140
936	-	184	544	886	835	94	51
1,823	-	271	1,142	1,782	1,678	94	108
1,587	5	175	1,049	1,470	1,380	94	61
1,579	4	227	916	1,492	1,420	95	92
1,879	32	264	1,109	1,676	1,563	93	102
1,950	155	208	1,085	1,775	1,618	92	101
1,996	22	209	1,305	1,791	1,656	92	68
1,663	-	147	1,370	1,511	1,448	96	63
1,268	8	122	852	1,134	1,070	94	56
1,412	11	131	1,175	1,299	1,245	95	67
1,416	-	177	957	1,293	1,203	93	66
1,099	2	70	734	988	923	93	57
1,562	-	162	999	1,318	1,233	94	58
1,643	111	140	1,036	1,508	1,397	93	112
1,777	-	161	1,216	1,636	1,527	93	92
1,704	-	167	1,163	1,581	1,488	94	77
1,573	91	234	854	1,410	1,306	93	108
945	4	110	690	867	776	90	41
1,262	93	152	748	1,197	1,097	92	56
1,283	36	99	829	1,177	1,095	93	50
1,321	-	155	885	1,260	1,210	96	65
1,240	6	176	749	1,138	1,088	96	84
1,195	2	145	732	1,132	1,073	95	67

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1910-11 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
34	Brookline,	19	134	3	22	68	9-12	
35	Revere,	4	108	5	10	45	9-7	
36	Leominster,	9	65	3	11	36	9-6	
37	Attleborough,	6	73	2	10	46	9-10	
38	Westfield,	6	81	3	11	66	9-6	
39	Peabody,	5	63	-	6	38	9-16	
40	Hyde Park,	8	58	5	13	22	9-3	
41	Gardner,	3	52	-	11	25	8-19	
42	Clinton,	5	52	-	7	10	9-5	
43	Milford,	1	53	-	3	32	9-3	
44	Adams,	5	53	1	7	32	9-8	
45	Framingham,	9	61	2	6	52	9-1	
46	Weymouth,	10	57	2	9	34	9-10	
47	Watertown,	6	54	3	10	28	9-1	
48	Southbridge,	2	36	-	6	15	9-14	
49	Plymouth,	3	59	1	7	29	9-13	
50	Webster,	2	31	1	7	14	9-14	
51	Methuen,	3	52	-	2	37	9-3	
52	Wakefield,	7	62	2	10	28	8-14	
53	Arlington,	6	61	4	11	35	9-12	
54	Greenfield,	5	52	2	5	50	9-8	
55	Winthrop,	6	46	1	10	30	9-9	
56	Amesbury,	2	30	-	9	10	9-6	
57	Natick,	6	47	3	9	23	9-3	
58	North Attleborough,	4	41	1	6	21	9-8	
59	Danvers,	5	41	1	7	28	9-13	
60	Winchester,	6	49	4	11	25	9-13	
61	Dedham,	6	57	2	7	39	9-8	
62	West Springfield,	5	49	4	5	31	9-6	
63	Northbridge,	1	39	2	5	30	9-10	
64	Ware,	1	28	1	5	10	9-5	
65	Palmer,	2	41	-	6	25	9-1	
66	Athol,	3	34	1	4	15	9-6	
67	Easthampton,	2	31	1	5	12	8-18	
68	Middleborough,	5	41	-	6	5	9-10	
69	Braintree,	4	47	1	8	-	9-4	
70	Saugus,	2	49	1	7	21	9-7	
71	Norwood,	4	45	2	7	29	9-2	
72	Milton,	7	60	1	8	44	9-3	
73	Bridgewater,	3	30	-	6	27	8-18	
74	Marblehead,	2	37	-	5	25	9-11	
75	Andover,	2	38	-	6	25	9-3	
76	Whitman,	3	33	-	7	21	9-10	
77	Stoneham,	3	31	-	7	10	9	
78	Rockland,	3	30	-	5	14	9-12	

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1910-11 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	9-12	26	287	312	90	100	34	39
1	9-10	14	181	204	91	70	22	33
1	9-13	13	150	171	45	53	17	33
1	9-10	11	121	157	50	58	16	19
1	9-13	15	162	214	71	79	23	42
1	9-14	14	231	170	51	54	21	26
1	9-6	15	180	220	69	85	27	32
1	9-16	11	139	197	43	57	20	33
1	9-5	10	122	144	34	50	20	28
1	9-16	6	99	112	34	48	9	10
1	9-11	8	109	100	29	32	30	19
1	9-12	10	166	148	66	56	11	21
1	9-10	11	135	157	57	67	21	32
1	9-5	11	72	122	28	47	8	23
1	9-14	5	55	58	18	19	5	6
1	9-14	8	73	153	28	48	5	21
1	9-16	7	65	91	17	41	5	6
1	9-12	6	54	96	21	33	6	16
1	8-15	13	169	198	64	61	27	26
1	9-12	11	142	208	59	67	13	34
1	9-12	7	100	114	46	48	12	20
1	9-9	11	107	177	38	63	11	21
1	9-11	9	110	151	45	30	14	43
1	9-15	12	148	180	60	61	11	21
1	9-10	8	67	128	26	31	9	23
1	9-4	9	117	153	47	57	13	28
1	9-13	13	149	176	59	55	14	24
1	9-10	9	101	147	37	52	21	39
1	9-11	8	84	149	34	62	9	16
1	10	6	71	82	30	30	6	12
1	9-18	6	74	73	25	30	11	14
1	9-9	6	78	54	29	23	7	16
1	9-15	7	91	112	36	40	15	19
1	10	5	14	77	6	25	2	12
1	10	8	98	93	42	36	9	15
1	9-10	9	109	119	56	40	13	18
1	9-8	6	48	68	16	23	8	14
1	9-7	8	75	118	34	35	9	26
1	9-3	12	116	142	45	50	14	18
1	9-10	6	60	67	15	21	7	13
1 ¹	9-16	7	82	101	37	38	16	13
1	9-9	7	48	62	15	13	10	12
1	9-12	7	88	134	25	51	8	21
1	9-10	8	118	132	39	39	19	20
1	9-13	7	77	129	25	28	11	21

¹ Punchard Free School.

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1910-11 — *Con.*

	TOWNS.	Population — United States Census of 1910.	Valuation — April 1, 1910.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1910.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
79	Montague, . . .	6,866	\$4,222,955	32	1,154	729
80	Hudson, . . .	6,743	3,843,615	21	1,088	776
81	Spencer, . . .	6,740	3,535,697	23	1,143	806
82	Concord, . . .	6,421	7,319,263	21	921	657
83	Maynard, . . .	6,390	3,933,417	22	830	649
84	Stoughton, . . .	6,316	3,554,988	23	1,106	856
85	Swampscott, . . .	6,204	11,187,540	23	893	663
86	Great Barrington, . . .	5,926	6,030,715	32	1,028	767
87	Reading, . . .	5,818	5,896,884	25	1,030	870
88	Ipswich, . . .	5,777	4,785,508	22	844	631
89	Grafton, . . .	5,705	2,739,365	21	920	651
90	Winchendon, . . .	5,678	4,184,305	30	1,086	850
91	Blackstone, . . .	5,648	2,315,410	26	1,160	936
92	Franklin, . . .	5,641	3,938,655	22	963	642
93	Belmont, . . .	5,542	6,516,525	24	908	619
94	North Andover, . . .	5,529	4,937,732	26	940	666
95	Abington, . . .	5,455	3,052,120	19	768	565
96	Westborough, . . .	5,446	3,244,158	15	643	480
97	Wellesley, . . .	5,413	15,105,766	27	769	608
98	Orange, . . .	5,282	3,704,710	24	889	610
99	Mansfield, . . .	5,183	4,279,189	21	869	710
100	Easton, . . .	5,139	5,769,731	27	920	654
101	Fairhaven, . . .	5,122	3,338,358	21	996	803
102	Amherst, . . .	5,112	3,877,639	20	852	601
103	Needham, . . .	5,026	6,105,316	27	896	652
104	Chelmsford, . . .	5,010	4,419,940	28	894	634
	Totals, . . .	653,322	\$642,912,752	2,521	109,760	79,815

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1910-11 — *Con.*

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 5 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
1,205	19	137	791	1,037	984	94	66
1,107	-	140	768	1,013	961	95	92
871	14	79	494	712	659	93	42
1,147	-	269	661	1,046	984	94	78
989	-	79	611	887	836	90	47
1,026	2	109	632	903	838	92	40
1,079	9	112	452	827	771	93	64
1,208	-	152	768	1,046	986	94	61
1,269	6	221	879	1,190	1,101	92	97
845	11	88	562	754	696	92	16
845	2	69	691	774	729	94	48
1,126	-	97	859	1,011	940	93	32
1,146	-	66	882	1,062	995	93	49
1,052	-	106	854	1,019	944	92	69
1,022	-	129	584	935	857	92	59
1,027	-	58	736	910	862	95	43
998	-	143	641	928	869	94	38
724	2	98	472	671	630	94	36
1,007	31	176	548	951	883	93	70
1,023	2	152	669	961	912	95	70
984	3	125	644	917	838	93	47
1,084	56	121	743	1,014	924	93	57
1,028	2	123	626	845	801	94	34
986	3	146	614	894	831	93	57
1,033	2	157	644	968	909	94	61
998	4	63	688	882	827	94	30
111,491	1,331	12,697	71,702	101,080	94,403	93	5,630

BOARD OF EDUCATION.

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1910-11 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
79	Montague,	4	34	—	4	27	9-1	
80	Hudson,	2	27	—	7	13	9-5	
81	Spencer,	3	26	—	3	6	9-4	
82	Concord,	6	33	1	13	16	9-6	
83	Maynard,	1	25	—	5	21	9-12	
84	Stoughton,	1	26	—	4	8	8-19	
85	Swampscott,	1	32	—	7	16	9-10	
86	Great Barrington,	4	38	—	7	13	9-4	
87	Reading,	2	34	—	11	17	8-2	
88	Ipswich,	1	25	1	4	5	9-9	
89	Grafton,	1	27	—	5	18	8-14	
90	Winchendon,	2	37	—	7	21	8-16	
91	Blackstone,	1	33	—	3	—	9-15	
92	Franklin,	3	27	—	5	12	9-4	
93	Belmont,	3	28	2	5	14	9-8	
94	North Andover,	2	30	2	5	16	9-5	
95	Abington,	4	25	—	8	20	9-4	
96	Westborough,	2	17	—	3	9	8-13	
97	Wellesley,	6	33	2	9	22	9	
98	Orange,	1	29	—	7	17	8-18	
99	Mansfield,	2	24	—	4	11	9-15	
100	Easton,	2	36	—	4	14	9-8	
101	Fairhaven,	5	30	3	10	20	9-11	
102	Amherst,	3	23	—	6	12	9-10	
103	Needham,	3	33	2	7	14	9-8	
104	Chelmsford,	2	32	3	4	22	9-7	
	Totals,	278	3,025	81	502	1,646	9-5	

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1910-11 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	9-14	6	82	76	26	15	10	12
1	9-8	8	118	118	31	30	10	16
1	9-14	4	49	52	19	26	6	6
1	9-17	13	128	157	51	56	17	21
1	9-12	5	31	42	10	16	2	6
1	9-12	5	35	65	15	27	5	7
1	9-4	7	77	100	29	29	9	8
1	9-10	8	86	105	28	32	6	8
1	8-3	12	159	174	58	53	31	25
1	9-10	5	60	83	22	35	3	8
1	9-4	5	53	54	15	19	6	4
1	9-13	6	61	82	18	18	4	6
1	9-15	3	43	52	23	27	8	6
1	9-14	6	64	99	15	30	4	12
1	9-8	6	56	79	21	35	3	13
1	9-11	5	30	45	13	12	9	7
1	9-12	9	110	125	21	31	10	17
1	9-15	4	42	44	20	11	3	5
1	9-10	8	67	114	29	38	11	20
1	9-18	7	97	105	31	39	17	23
1	9-13	6	56	78	19	28	8	15
1	9-15	5	53	70	19	21	10	11
1	9-14	11	63	91	28	32	9	14
1	9-15	6	94	89	24	27	16	13
1	10	7	79	89	21	29	16	24
2	9-16	4	21	51	9	22	3	5
72	9-9	597	6,756	8,409	2,447	2,844	855	1,310

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11.

	TOWNS.	Population — United States Census of 1910.	Valuation — April 1, 1910.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1910.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
105	Hingham, . . .	4,965	\$7,881,510	20	770	530
106	Ludlow, . . .	4,948	3,989,672	27	787	632
107	Lexington, . . .	4,918	7,826,980	21	717	488
108	South Hadley, . . .	4,894	2,900,057	24	896	658
109	Walpole, . . .	4,892	5,402,570	21	913	651
110	Canton, . . .	4,797	4,541,955	18	852	694
111	Monson, . . .	4,758	1,888,815	23	653	477
112	Millbury, . . .	4,740	2,354,356	20	902	805
113	Barnstable, . . .	4,676	6,140,270	23	695	548
114	Uxbridge, . . .	4,671	2,993,290	26	823	573
115	Dartmouth, . . .	4,378	4,553,725	23	924	669
116	Provincetown, . . .	4,369	2,158,146	22	772	615
117	Randolph, . . .	4,301	2,307,400	16	772	568
118	Dudley, . . .	4,267	1,881,930	16	880	723
119	Rockport, . . .	4,211	3,426,665	20	807	563
120	Warren, . . .	4,188	1,903,759	16	781	551
121	Lee, . . .	4,106	2,209,633	15	767	532
122	Wareham, . . .	4,102	5,063,895	21	634	477
123	Foxborough, . . .	3,863	2,414,965	16	583	417
124	Templeton, . . .	3,756	1,622,167	17	713	505
125	Tewksbury, . . .	3,750	1,467,341	6	306	216
126	Williamstown, . . .	3,708	3,592,401	25	777	562
127	Dalton, . . .	3,568	4,186,172	20	662	460
128	Hardwick, . . .	3,524	1,910,260	14	566	435
129	Agawam, . . .	3,501	1,968,680	15	584	490
130	Medfield, . . .	3,466	1,598,192	7	231	177
131	Dracut, . . .	3,461	2,471,131	17	650	513
132	East Bridgewater, . . .	3,363	2,087,387	18	576	425
133	Oxford, . . .	3,361	1,966,325	19	679	535
134	Leicester, . . .	3,237	2,456,551	20	695	638
135	Falmouth, . . .	3,144	8,751,671	19	547	426
136	Sutton, . . .	3,078	1,318,036	17	622	469
137	North Brookfield, . . .	3,075	1,652,393	10	548	347
138	Lenox, . . .	3,060	6,726,052	23	604	460
139	Nantucket, . . .	2,962	3,528,780	12	418	339
140	Barre, . . .	2,957	2,050,496	13	527	369
141	Pepperell, . . .	2,953	2,254,705	15	561	398
142	Westport, . . .	2,928	1,820,050	19	531	367
143	Westford, . . .	2,851	1,932,232	15	450	367
144	Holbrook, . . .	2,816	1,476,108	14	492	358
145	Somerset, . . .	2,798	1,449,166	13	526	408
146	Ayer, . . .	2,797	2,178,250	11	437	307
147	Billerica, . . .	2,789	2,510,865	13	505	409
148	Holliston, . . .	2,711	1,645,179	13	472	360
149	Medway, . . .	2,696	1,487,795	12	446	314

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11.

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
952	1	129	561	887	836	94	68
911	1	58	635	750	694	94	22
927	8	153	544	876	822	93	37
992	7	101	658	933	862	92	42
1,012	4	99	665	919	842	92	63
707	3	95	419	621	565	91	45
715	—	73	481	644	602	93	34
825	—	61	589	752	719	96	56
823	—	140	560	749	689	92	44
967	5	74	651	852	795	93	37
792	—	30	638	713	651	91	18
894	—	71	623	845	775	91	29
779	3	67	505	726	686	94	56
532	3	12	350	409	371	91	9
870	1	61	606	788	773	98	50
601	6	104	340	550	520	95	18
659	25	99	397	564	519	91	28
774	1	89	521	720	651	90	34
674	—	70	435	604	560	93	36
650	1	51	465	589	543	93	29
269	3	7	187	249	225	91	17
849	2	115	581	769	730	95	34
769	—	90	498	680	636	94	29
421	1	56	260	396	373	94	23
553	1	17	395	520	470	90	23
291	2	48	185	270	251	93	14
580	—	6	457	543	496	92	33
628	—	71	394	598	552	92	37
608	—	48	474	576	538	93	29
709	9	51	496	591	549	93	38
681	18	132	411	595	539	90	37
541	3	25	480	414	368	89	10
443	—	89	264	394	375	94	29
699	6	88	444	602	547	91	34
498	2	57	314	432	399	92	34
491	—	60	340	442	399	91	21
574	—	80	385	527	487	92	38
477	3	13	403	390	350	90	8
511	7	31	359	444	408	92	18
566	2	40	384	516	481	92	38
583	7	19	402	459	429	93	15
499	3	66	313	466	431	93	26
520	4	28	402	441	402	91	23
521	—	61	348	453	426	94	27
542	2	47	315	487	450	93	31

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
105	Hingham,	4	23	2	7	15	10	
106	Ludlow,	1	30	—	2	17	9-4	
107	Lexington,	3	24	2	8	17	9-3	
108	South Hadley,	1	28	1	4	19	9-3	
109	Walpole,	4	26	1	4	15	9-11	
110	Canton,	1	19	1	3	7	9-11	
111	Monson,	3	27	1	7	10	8-12	
112	Millbury,	2	21	1	4	17	8-19	
113	Barnstable,	8	23	2	6	18	8-18	
114	Uxbridge,	1	29	—	3	11	8-18	
115	Dartmouth,	3	22	—	3	14	8-16	
116	Provincetown,	1	24	—	2	11	9-7	
117	Randolph,	3	17	—	4	5	9-3	
118	Dudley,	2	19	—	2	7	9-6	
119	Rockport,	1	25	—	3	11	9-3	
120	Warren,	3	18	—	5	9	8-17	
121	Lee,	1	19	—	4	8	9-4	
122	Wareham,	1	24	—	4	7	8-14	
123	Foxborough,	2	17	—	3	7	8-18	
124	Templeton,	2	17	—	3	4	8-16	
125	Tewksbury,	—	7	—	—	5	9-16	
126	Williamstown,	6	27	—	4	13	8-19	
127	Dalton,	1	24	1	3	13	9-6	
128	Hardwick,	2	15	1	3	8	9-9	
129	Agawam,	—	15	—	—	8	9-5	
130	Medfield,	1	8	—	2	4	9-12	
131	Dracut,	—	20	—	—	18	9-15	
132	East Bridgewater,	2	18	—	3	9	8-12	
133	Oxford,	1	21	—	4	16	8-13	
134	Leicester,	2	22	2	5	9	8-17	
135	Falmouth,	3	20	—	4	7	8-13	
136	Sutton,	1	17	—	2	4	9	
137	North Brookfield,	1	11	—	3	3	9	
138	Lenox,	3	26	—	5	24	9-11	
139	Nantucket,	1	16	—	1	5	8-16	
140	Barre,	1	16	—	4	8	9-8	
141	Pepperell,	1	20	—	3	14	9-7	
142	Westport,	1	19	1	1	8	8-17	
143	Westford,	1	16	—	3	8	8-16	
144	Holbrook,	1	15	—	2	10	9-4	
145	Somerset,	1	14	—	1	4	9-1	
146	Ayer,	1	12	—	3	4	9-1	
147	Billerica,	1	12	2	3	6	9-4	
148	Holliston,	1	14	—	3	8	8-13	
149	Medway,	1	13	1	3	6	8-17	

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	10	7	88	99	34	27	19	16
1	9-5	3	12	33	2	10	3	4
1	9-10	7	64	88	32	20	5	13
1	9-10	5	47	58	18	16	5	11
1	9-15	5	67	88	26	30	13	10
1	9-13	3	34	61	19	29	6	13
1 ¹	10-1	7	40	38	18	10	5	7
1	9-14	4	40	57	18	15	5	9
2	9-18	6	69	76	28	18	10	15
1	9-15	3	35	44	21	14	4	10
3	9-13	5	11	21	8	15	5	5
1	9-18	3	26	43	9	8	3	6
1	9-8	5	48	78	25	26	9	12
1	9-13	2	8	8	3	5	—	1
1	9-16	5	28	57	14	21	3	7
1	9-11	5	53	63	16	27	13	3
1	10	4	27	52	10	19	4	13
1	9-15	5	45	67	16	26	8	8
1	9-11	4	27	49	15	16	2	7
1	9-12	4	37	56	12	25	2	5
—	—	—	—	—	—	—	—	—
1	9-4	4	63	86	23	36	8	7
1	9-15	3	39	50	18	22	9	7
1	9-18	4	32	41	12	17	3	7
—	—	—	—	—	—	—	—	—
1	9-15	3	22	28	14	10	2	4
—	—	—	—	—	—	—	—	—
1	9-11	3	26	48	6	18	2	12
1	9-14	4	27	52	10	22	2	11
1	10	5	34	40	15	10	3	4
1	9-15	5	49	57	21	19	8	10
1	10	2	12	20	3	6	—	1
1	9-14	3	42	44	16	15	2	4
1	9-11	4	30	46	3	16	4	4
1	8-15	4	27	63	6	19	2	5
1	9-18	4	35	48	14	23	8	9
1	9-7	4	46	55	19	17	3	9
1	9-13	1	2	4	—	2	2	2
1 ²	9-6	3	27	33	11	9	5	5
1	9-7	3	31	55	15	10	1	9
1	10	1	10	18	8	10	2	3
1	9-16	4	32	53	12	17	6	13
1 ³	9-14	3	25	28	8	9	3	7
1	9-15	3	32	28	13	9	7	4
1	9-16	3	35	27	12	14	3	7

¹ Monson Academy.² Westford Academy.³ Howe Academy.

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

	TOWNS.	Population — United States Census of 1910.	Valuation — April 1, 1910.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1910.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
150	Manchester, . . .	2,673	\$15,238,265	13	420	341
151	Cohasset, . . .	2,585	8,901,725	11	485	335
152	Norton, . . .	2,544	1,303,500	10	373	264
153	Scituate, . . .	2,482	4,657,690	12	428	334
154	Bourne, . . .	2,474	4,890,375	13	317	264
155	Lancaster, . . .	2,464	4,390,832	12	376	264
156	Hopkinton, . . .	2,452	1,559,215	12	410	293
157	Kingston, . . .	2,445	1,615,840	12	447	328
158	Auburn, . . .	2,420	1,308,000	14	527	415
159	Seekonk, . . .	2,397	1,365,165	11	423	334
160	Wilbraham, . . .	2,332	1,128,985	12	319	216
161	Hanover, . . .	2,326	1,514,440	11	360	267
162	Sharon, . . .	2,310	2,785,025	9	415	277
163	Groveland, . . .	2,253	1,163,476	12	383	264
164	Dighton, . . .	2,235	1,155,196	12	370	287
165	West Bridgewater, . .	2,231	1,342,167	13	444	320
166	Deerfield, . . .	2,209	1,883,975	14	424	318
167	Wayland, . . .	2,206	2,840,162	11	335	241
168	Brookfield, . . .	2,204	1,291,803	14	329	272
169	Merrimac, . . .	2,202	1,327,514	10	330	243
170	Hopedale, . . .	2,188	5,927,840	12	350	257
171	Groton, . . .	2,155	3,963,406	10	299	204
172	Douglas, . . .	2,152	1,274,876	10	348	260
173	Holden, . . .	2,147	1,645,039	15	417	323
174	Shirley, . . .	2,139	1,196,126	7	363	291
175	Acton, . . .	2,136	2,206,625	11	340	225
176	Williamsburg, . . .	2,132	994,319	14	368	286
177	Harwich, . . .	2,115	1,381,945	12	333	248
178	Ashburnham, . . .	2,107	1,026,869	12	369	253
179	Weston, . . .	2,106	6,924,245	9	287	202
180	Hull, . . .	2,103	7,018,860	8	206	154
181	Upton, . . .	2,071	1,125,681	9	289	203
182	Belchertown, . . .	2,054	931,590	15	373	283
183	Charlton, . . .	2,032	1,340,151	15	350	240
184	Avon, . . .	2,013	971,975	11	417	304
185	Rehoboth, . . .	2,001	923,006	15	334	290
186	Hadley, . . .	1,999	1,459,807	12	315	241
187	Hatfield, . . .	1,986	1,527,903	10	282	184
188	Swansea, . . .	1,978	1,587,130	12	356	287
189	Georgetown, . . .	1,958	1,037,145	8	352	258
190	Sturbridge, . . .	1,957	1,099,080	11	392	299
191	Shrewsbury, . . .	1,946	1,744,303	11	329	232
192	Stockbridge, . . .	1,933	4,065,945	11	385	293
193	Dennis, . . .	1,919	1,306,805	12	234	190
194	Wilmington, . . .	1,858	1,522,801	12	375	294

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 5 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
540	—	66	332	511	470	94	29
502	5	75	302	461	410	89	26
342	1	28	263	368	340	93	23
509	9	80	323	457	425	93	34
402	—	45	269	346	315	91	15
309	—	34	204	284	271	95	21
452	—	60	357	409	395	94	33
499	3	43	352	444	412	93	23
491	1	9	390	437	395	90	16
435	—	6	328	370	321	87	14
276	1	6	193	229	211	91	13
402	1	42	274	383	358	93	39
409	—	63	265	358	331	92	23
452	—	65	275	419	392	93	26
362	7	3	291	329	300	91	11
434	—	8	330	420	383	91	22
374	2	10	297	330	299	89	23
374	—	49	237	330	305	92	24
362	—	11	271	333	309	93	14
377	—	61	55	340	320	94	20
410	21	52	241	378	355	94	23
345	—	58	211	302	284	94	24
408	—	17	299	316	293	94	12
426	—	60	309	418	384	92	24
241	—	28	160	207	187	90	12
349	—	6	236	317	287	91	27
426	4	18	296	377	351	93	27
335	—	43	226	295	260	88	20
386	2	13	236	283	261	92	17
319	—	53	198	304	286	94	15
217	—	27	178	176	168	95	12
329	—	50	201	301	286	95	23
419	—	45	306	380	345	91	16
368	1	3	293	300	270	90	5
460	—	28	355	443	407	92	38
384	4	2	298	315	282	90	11
357	1	53	245	339	316	93	8
276	—	4	208	268	243	91	11
401	3	4	301	321	282	88	12
278	—	4	229	280	256	91	32
329	—	—	267	258	238	92	10
342	—	46	224	299	269	90	17
343	1	36	242	313	293	94	21
269	—	46	181	240	223	90	20
465	1	46	318	419	386	92	31

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
150	Manchester,	3	16	1	6	8	9-4	
151	Cohasset,	1	14	1	5	7	10	
152	Norton,	1	13	-	2	5	9-4	
153	Scituate,	1	14	-	4	1	9-11	
154	Bourne,	3	13	1	3	8	8-18	
155	Lancaster,	2	15	-	3	4	9-5	
156	Hopkinton,	-	15	-	1	4	9-1	
157	Kingston,	1	14	-	3	7	9-4	
158	Auburn,	-	14	-	-	11	9	
159	Seekonk,	-	12	-	-	1	8-11	
160	Wilbraham,	-	12	-	-	9	9-10	
161	Hanover,	2	11	2	3	4	9-6	
162	Sharon,	2	10	1	3	7	9-4	
163	Groveland,	1	14	-	3	9	8-14	
164	Dighton,	-	13	-	-	8	8-15	
165	West Bridgewater,	-	13	-	-	9	9-4	
166	Deerfield,	-	14	-	2	9	8-14	
167	Wayland,	2	12	1	4	7	9-10	
168	Brookfield,	1	15	-	2	4	9-2	
169	Merrimac,	1	13	-	4	3	9-10	
170	Hopedale,	1	13	-	2	3	8-16	
171	Groton,	1	13	-	4	3	9	
172	Douglas,	1	9	-	2	2	8-19	
173	Holden,	1	17	1	3	6	9	
174	Shirley,	1	7	-	2	4	9-8	
175	Acton,	-	11	2	1	6	9-2	
176	Williamsburg,	2	13	-	2	5	9-5	
177	Harwich,	1	13	-	2	5	8-7	
178	Ashburnham,	-	12	-	1	3	8-9	
179	Weston,	2	10	-	4	5	9	
180	Hull,	2	6	-	-	7	10	
181	Upton,	1	11	-	3	7	8-13	
182	Belchertown,	2	14	-	2	5	8-5	
183	Charlton,	1	16	-	2	2	8-9	
184	Avon,	1	12	1	2	7	9	
185	Rehoboth,	-	15	-	-	1	8-17	
186	Hadley,	1	14	1	3	5	8-16	
187	Hatfield,	-	10	-	-	7	8-14	
188	Swansea,	1	11	-	-	2	8-15	
189	Georgetown,	-	8	-	-	7	8-14	
190	Sturbridge,	-	11	-	-	-	9-9	
191	Shrewsbury,	1	12	-	2	5	8-16	
192	Stockbridge,	1	15	-	3	8	9-10	
193	Dennis,	4	9	-	2	8	8-19	
194	Wilmington,	1	14	-	3	5	8-19	

¹ Howard Seminary.² Deerfield Academy and Dickinson High School.

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	9-16	6	39	48	12	17	3	7
1	10	5	30	38	8	10	7	6
1	9-14	3	17	34	7	13	2	3
1	9-14	4	40	49	9	15	7	11
1	9-6	3	19	20	8	6	7	6
1	9-16	4	22	18	10	4	5	5
1	9-14	3	29	47	11	14	7	5
1	9-14	4	40	40	12	13	3	6
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-10	3	31	36	16	11	8	4
1	9-16	4	28	59	16	14	-	5
1	9-15	4	47	44	13	10	9	5
-	-	-	-	-	-	-	-	-
1 ¹	8-10	6	21	22	8	12	3	4
1 ²	9-2	6	44	40	13	11	6	5
1	10	4	30	25	6	10	5	5
1	9-14	3	15	17	7	6	-	5
1	9-14	4	47	60	15	25	6	5
1	9-11	2	20	26	8	17	2	4
1	9-6	4	41	43	10	12	7	8
1	9-19	2	20	18	9	8	-	3
1	10	3	37	48	4	9	4	3
1	9-10	2	16	22	7	6	1	6
1	8-19	1	7	16	7	16	-	-
1	10	2	19	34	10	10	3	1
1	9-11	2	27	27	7	11	3	5
1	9-10	15	20	26	7	11	1	4
1	9	4	36	37	10	13	5	5
-	-	-	-	-	-	-	-	-
1	8-19	3	33	38	15	8	4	8
1	10	2	30	42	13	22	4	10
1	10	2	13	21	7	6	-	3
1	9-10	3	27	31	9	13	4	2
-	-	-	-	-	-	-	-	-
1 ³	9-17	3	19	36	7	12	4	3
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1 ⁴	10	4	31	44	15	19	3	5
-	-	-	-	-	-	-	-	-
1	9-17	3	7	31	3	10	-	4
1	9-8	4	22	38	4	15	3	10
2	9-16	3	19	22	4	6	-	2
1	9-17	3	39	35	5	6	7	8

³ Hopkins Academy.⁴ Perley Free School.

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

	TOWNS.	Population — United States Census of 1910.	Valuation — April 1, 1910.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1910.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
195	Hanson, . . .	1,854	\$1,255,095	10	329	258
196	Sheffield, . . .	1,817	958,615	14	252	186
197	Townsend, . . .	1,761	1,325,830	9	263	185
198	Hamilton, . . .	1,749	4,014,048	11	347	222
199	Southborough, . . .	1,745	1,949,283	9	320	221
200	Rutland, . . .	1,743	781,217	6	206	179
201	Wrentham, . . .	1,743	1,280,907	8	225	167
202	Colrain, . . .	1,741	707,540	15	304	244
203	Marshfield, . . .	1,738	1,957,325	9	235	167
204	Raynham, . . .	1,725	773,724	8	278	210
205	Northborough, . . .	1,713	1,391,342	8	314	253
206	Bellingham, . . .	1,696	906,645	10	303	228
207	Acushnet, . . .	1,692	919,310	7	286	224
208	Duxbury, . . .	1,688	2,298,394	11	286	216
209	Sandwich, . . .	1,688	1,026,325	10	255	189
210	Ashland, . . .	1,682	1,251,434	9	238	178
211	Carver, . . .	1,663	2,109,745	10	205	120
212	Salisbury, . . .	1,658	907,870	9	311	228
213	Northfield, . . .	1,642	1,405,428	10	274	194
214	Essex, . . .	1,621	1,182,585	8	253	184
215	Buckland, . . .	1,573	723,540	9	248	182
216	Chatham, . . .	1,564	1,216,460	9	175	138
217	East Longmeadow, . . .	1,553	735,020	10	334	244
218	Cheshire, . . .	1,508	804,902	8	250	199
219	Shelburne, . . .	1,498	1,242,773	9	216	147
220	Newbury, . . .	1,482	1,263,620	7	195	142
221	Huntington, . . .	1,473	670,530	10	279	242
222	West Newbury, . . .	1,473	1,074,178	8	243	163
223	Freetown, . . .	1,471	908,925	9	265	201
224	Marion, . . .	1,460	4,984,680	6	190	135
225	Sherborn, . . .	1,428	1,391,343	6	197	137
226	Yarmouth, . . .	1,420	2,215,025	9	182	142
227	Norwell, . . .	1,410	1,059,040	7	227	185
228	Millis, . . .	1,399	1,102,381	7	257	182
229	Lunenburg, . . .	1,393	1,159,319	9	206	173
230	Plainville, . . .	1,385	821,947	6	203	157
231	Chester, . . .	1,377	755,559	12	288	225
232	Rowley, . . .	1,368	918,629	8	275	198
233	Sterling, . . .	1,359	1,167,265	11	191	162
234	Westminster, . . .	1,353	861,290	12	259	217
235	Pembroke, . . .	1,336	954,061	7	206	151
236	West Brookfield, . . .	1,327	910,061	7	212	149
237	West Stockbridge, . . .	1,271	480,480	7	192	140
238	West Boylston, . . .	1,270	827,040	7	210	165
239	Westwood, . . .	1,266	2,950,355	7	231	173

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
328	6	6	245	284	255	90	12
298	3	30	204	243	218	90	16
335	—	45	212	308	287	93	10
350	—	27	222	324	304	92	23
336	—	44	207	318	293	92	14
256	—	56	173	223	201	91	15
276	—	41	174	244	220	90	17
321	1	6	271	289	269	93	15
266	—	28	188	215	194	90	19
249	2	1	170	219	190	87	3
325	—	41	224	292	259	89	18
281	—	9	221	245	217	89	14
265	—	3	210	226	209	92	5
295	—	38	209	261	238	91	13
283	—	34	203	256	239	94	18
309	—	39	179	284	264	93	27
237	1	11	185	199	174	87	14
296	2	2	212	262	240	92	—
328	2	44	215	292	273	93	20
270	7	33	178	259	243	94	18
229	3	1	181	213	198	93	10
225	—	41	130	211	193	91	8
342	—	6	252	288	268	93	10
258	—	10	197	227	211	93	12
201	—	3	158	184	170	92	29
209	2	2	149	185	168	91	7
342	—	27	247	290	260	89	12
246	—	33	171	232	214	92	21
272	—	6	266	236	212	90	3
191	1	7	135	170	158	93	8
190	—	4	155	153	139	95	15
219	—	31	156	214	186	92	10
274	—	33	178	246	224	91	18
277	—	30	187	249	233	93	19
226	—	21	164	210	193	91	17
227	—	22	158	199	183	92	15
323	2	30	217	278	255	93	12
244	—	1	210	231	212	92	11
233	—	29	155	204	180	88	13
265	—	19	161	238	219	91	14
207	2	21	155	198	183	92	6
167	—	2	137	152	142	94	12
168	3	13	123	155	142	91	7
252	2	37	154	219	202	92	7
203	—	9	155	193	180	94	21

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
195	Hanson,	1	9	2	-	4	9	
196	Sheffield,	1	14	-	2	-	9-8	
197	Townsend,	1	10	-	3	3	8-18	
198	Hamilton,	1	13	-	3	5	9-16	
199	Southborough,	1	11	-	3	8	8-18	
200	Rutland,	1	6	1	2	4	8-13	
201	Wrentham,	1	10	-	3	3	9-13	
202	Colrain,	-	16	-	-	2	8-14	
203	Marshfield,	1	9	-	2	4	9	
204	Raynham,	-	8	-	-	4	9-3	
205	Northborough,	1	10	-	3	6	8-6	
206	Bellingham,	-	10	-	-	6	8-15	
207	Acushnet,	-	7	-	-	5	8-19	
208	Duxbury,	2	11	-	1	4	9-4	
209	Sandwich,	2	10	-	3	6	8-17	
210	Ashland,	1	10	-	3	4	9-6	
211	Carver,	1	10	-	-	9	8-16	
212	Salisbury,	-	9	-	-	1	8-17	
213	Northfield,	1	11	-	1	1	9-1	
214	Essex,	1	11	-	4	4	8-15	
215	Buckland,	-	9	-	-	3	8-14	
216	Chatham,	1	10	-	3	2	8-16	
217	East Longmeadow,	-	10	-	-	8	8-17	
218	Cheshire,	-	8	-	-	4	9-5	
219	Shelburne,	2	13	1	6	1	8-16	
220	Newbury,	-	7	-	-	1	9-4	
221	Huntington,	-	10	-	3	3	8-19	
222	West Newbury,	2	8	-	3	1	9	
223	Freetown,	3	6	1	-	-	8-15	
224	Marion,	1	5	1	-	3	8-12	
225	Sherborn,	-	6	-	-	6	9-5	
226	Yarmouth,	2	10	2	2	5	8-16	
227	Norwell,	1	8	-	3	1	9-11	
228	Millis,	1	8	-	3	3	8-19	
229	Lunenburg,	1	9	-	1	10	8-18	
230	Plainville,	1	8	-	2	4	9-6	
231	Chester,	1	13	-	3	7	8-17	
232	Rowley,	1	8	-	-	4	8-14	
233	Sterling,	1	11	1	2	6	8-15	
234	Westminster,	1	11	1	1	5	8-2	
235	Pembroke,	1	8	-	3	3	9-3	
236	West Brookfield,	-	7	-	-	4	9-6	
237	West Stockbridge,	2	5	-	-	4	9-7	
238	West Boylston,	1	8	-	3	3	9-4	
239	Westwood,	1	7	1	-	5	9-13	

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
-	-	-	-	-	-	-	-	-
1	9-14	2	16	22	2	5	3	5
1	10	3	30	48	5	10	2	7
1	10	4	15	23	4	10	-	2
1	9-18	3	16	32	5	11	2	6
1	9-18	-	15	25	7	10	1	7
1	9-16	3	16	35	5	6	4	3
-	-	-	-	-	-	-	-	-
1	9-11	10	24	26	9	8	4	3
-	-	-	-	-	-	-	-	-
1	9-7	2	15	23	5	7	1	2
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1 ¹	9-15	3	20	30	7	13	4	4
1	9-14	3	25	18	8	8	3	1
1	10	3	18	31	6	10	4	3
1	9-14	2	19	10	2	2	-	-
-	-	-	-	-	-	-	-	-
1	9-16	3	34	31	14	10	4	5
1	9-19	4	22	40	9	15	2	4
-	-	-	-	-	-	-	-	-
1	8-16	3	24	32	10	8	2	5
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-14	6	63	68	23	35	7	13
-	-	-	-	-	-	-	-	-
1	9-13	4	21	39	2	8	4	3
1	9-14	3	19	15	9	6	3	9
-	-	-	-	-	-	-	-	-
1 ²	9-5	6	20	25	4	10	2	1
1 ³	9-16	2	19	22	7	10	4	3
1	8-16	2	11	23	4	7	2	2
1	10	3	25	36	6	8	2	8
1	9-16	2	20	21	8	10	5	2
1	9-17	2	19	22	8	8	5	6
1	9-14	3	18	27	7	8	1	4
1	9-16	3	10	31	9	14	1	2
-	-	-	-	-	-	-	-	-
1	9-11	2	13	13	7	6	-	-
1	8-18	1	5	17	1	7	1	5
1	9-18	3	24	23	6	4	1	1
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-14	2	17	21	7	3	1	5
-	-	-	-	-	-	-	-	-

¹ Partridge Academy.

² Tabor Academy.

³ United with Sawin Academy.

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

	TOWNS.	Population — United States Census of 1910.	Valuation — April 1, 1910.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1910.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
240	Mattapoissett, . . .	1,233	\$1,694,249	6	224	191
241	Bedford, . . .	1,231	1,363,230	4	192	135
242	Conway, . . .	1,230	719,625	11	197	169
243	Littleton, . . .	1,229	1,136,923	7	199	145
244	Clarksburg, . . .	1,207	270,739	6	250	216
245	Tisbury, . . .	1,196	1,578,386	6	202	143
246	Edgartown, . . .	1,191	1,030,720	5	177	122
247	Nahant, . . .	1,184	8,225,248	5	184	137
248	Lincoln, . . .	1,175	3,473,934	5	160	135
249	Topsfield, . . .	1,174	1,589,319	5	108	87
250	Erving, . . .	1,148	918,172	7	185	128
251	Lakeville, . . .	1,141	820,925	6	150	122
252	Middleton, . . .	1,129	818,072	4	147	123
253	New Marlborough, . . .	1,124	765,010	12	181	145
254	Sudbury, . . .	1,120	1,317,440	7	153	121
255	Hinsdale, . . .	1,116	579,361	9	204	164
256	Stow, . . .	1,115	1,024,669	7	225	154
257	Rochester, . . .	1,090	723,445	7	148	106
258	Longmeadow, . . .	1,084	1,459,370	5	220	166
259	Oak Bluffs, . . .	1,084	1,845,825	6	223	182
260	Orleans, . . .	1,077	683,995	5	161	130
261	Hubbardston, . . .	1,073	687,593	8	205	140
262	North Reading, . . .	1,059	736,410	4	180	124
263	Sunderland, . . .	1,047	507,773	5	176	118
264	Harvard, . . .	1,034	1,363,803	4	170	124
265	Wellfleet, . . .	1,022	1,081,720	5	139	109
266	Southwick, . . .	1,020	744,680	10	164	113
267	Wenham, . . .	1,010	2,567,975	6	192	125
268	Charlemont, . . .	1,001	519,264	9	190	144
269	Berkley, . . .	999	402,847	7	166	135
270	Russell, . . .	965	813,100	10	189	128
271	Norfolk, . . .	960	872,702	6	172	123
272	Ashfield, . . .	959	652,944	10	159	108
273	Becket, . . .	959	540,831	6	164	148
274	Lanesborough, . . .	947	546,184	6	158	103
275	Gill, . . .	942	475,357	6	158	107
276	Lynnfield, . . .	911	994,791	4	136	101
277	Berlin, . . .	904	591,680	6	171	123
278	Ashby, . . .	885	528,557	5	131	111
279	Mendon, . . .	880	701,445	6	157	108
280	Enfield, . . .	874	692,250	7	167	131
281	Southampton, . . .	870	491,737	8	169	147
282	Brimfield, . . .	866	552,888	7	152	106
283	Whately, . . .	846	459,445	5	132	89
284	Tyngsborough, . . .	829	579,803	5	145	95

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 5 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
224	3	2	165	195	180	92	12
182	-	4	152	150	141	94	15
217	1	22	154	203	188	94	10
241	-	41	152	221	206	93	18
193	-	5	161	164	159	91	-
244	-	47	149	216	201	93	11
175	-	13	110	159	148	93	11
189	1	24	125	169	160	95	4
159	-	4	136	147	136	93	14
120	-	10	83	110	93	91	11
198	-	5	136	189	177	94	12
182	-	-	134	139	127	91	5
137	-	6	105	130	122	93	19
206	2	20	161	187	170	91	13
233	1	36	137	184	170	92	5
218	1	3	164	204	181	89	8
224	-	16	113	211	201	95	15
177	1	3	147	165	147	90	7
154	1	10	115	148	138	93	15
242	-	29	161	206	182	88	15
197	-	35	121	176	159	90	13
216	1	15	156	196	182	93	12
175	-	2	132	158	142	90	14
166	-	5	122	156	146	93	9
127	-	2	102	117	108	93	12
155	-	18	123	148	135	91	3
175	5	1	116	145	134	92	7
167	2	2	122	154	141	91	14
197	-	27	138	173	162	93	-
165	-	2	118	155	143	92	4
195	2	7	141	156	139	90	2
173	-	7	127	159	144	91	8
212	-	53	106	193	184	96	16
177	1	5	143	135	123	91	8
165	1	4	112	142	120	85	12
152	1	3	113	132	120	91	6
124	-	1	88	109	102	94	12
160	-	1	136	150	138	92	14
156	-	15	120	141	131	92	4
179	3	20	107	162	150	93	7
152	-	5	114	151	142	94	16
145	4	3	123	127	116	91	9
228	1	55	115	198	186	94	11
117	-	-	68	94	85	88	1
137	3	3	93	126	115	92	20

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
240	Mattapoisett,	1	6	-	-	5	9-11	
241	Bedford,	-	5	-	-	2	9-8	
242	Conway,	-	11	1	2	3	8-5	
243	Littleton,	1	8	-	3	3	8-19	
244	Clarksburg,	-	6	-	-	5	8-18	
245	Tisbury,	1	6	-	2	3	8-15	
246	Edgartown,	2	5	1	2	-	8-15	
247	Nahant,	1	7	-	3	4	9-5	
248	Lincoln,	-	6	-	-	3	9-5	
249	Topsfield,	1	5	-	2	2	9-16	
250	Erving,	-	7	-	-	3	8-18	
251	Lakeville,	-	6	1	-	5	9	
252	Middleton,	-	4	-	-	3	9-9	
253	New Marlborough,	1	12	-	2	2	9-1	
254	Sudbury,	1	8	-	3	4	9-11	
255	Hinsdale,	-	9	-	-	4	9-5	
256	Stow,	1	7	1	2	3	9-17	
257	Rochester,	-	7	1	-	5	8-16	
258	Longmeadow,	-	5	-	-	5	9-5	
259	Oak Bluffs,	1	6	-	2	3	8-14	
260	Orleans,	1	6	-	3	2	9-2	
261	Hubbardston,	1	7	-	-	3	8-14	
262	North Reading,	-	4	-	-	4	8-19	
263	Sunderland,	-	5	-	-	2	8-15	
264	Harvard,	-	4	-	5	3	9-7	
265	Wellfleet,	1	4	-	-	3	9-8	
266	Southwick,	-	10	-	-	3	9-5	
267	Wenham,	-	6	1	-	1	9-3	
268	Charlemont,	1	9	-	2	3	8-5	
269	Berkley,	-	6	-	-	4	8-18	
270	Russell,	1	9	-	-	6	8-14	
271	Norfolk,	1	5	-	1	3	8-17	
272	Ashfield,	1	12	-	4	-	8-10	
273	Becket,	-	7	-	-	5	8-13	
274	Lanesborough,	-	8	-	-	4	8-17	
275	Gill,	-	6	-	-	1	9	
276	Lynnfield,	-	4	-	-	2	10-2	
277	Berlin,	-	6	-	-	1	8-16	
278	Ashby,	-	6	1	2	2	8-16	
279	Mendon,	1	6	-	2	1	8-17	
280	Enfield,	-	7	-	-	2	9	
281	Southampton,	-	8	-	-	1	8-15	
282	Brimfield,	1	10	-	3	5	9-1	
283	Whately,	-	5	-	-	4	8-16	
284	Tyngsborough,	-	5	-	-	4	9-16	

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	10	2	12	11	4	5	-	1
1	9-16	3	18	37	4	13	5	8
-	-	-	-	-	-	-	-	-
1	9-14	2	23	17	4	3	3	4
1	9-14	2	6	17	4	7	-	4
1	9-5	3	11	27	1	3	-	4
-	-	-	-	-	-	-	-	-
1	10	2	12	8	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-15	2	8	10	1	2	3	5
1	10	2	11	21	1	4	3	2
-	-	-	-	-	-	-	-	-
1	9-15	2	15	30	11	7	-	3
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	8-11	2	12	14	5	1	1	3
1	9-18	3	21	29	7	5	3	9
1	9-7	1	5	11	2	5	4	5
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1 ¹	9	3	12	30	5	5	2	3
1	9-17	1	9	15	6	6	1	6
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	10	2	18	20	6	4	3	4
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-8	1	4	5	1	3	2	2
1	9-18	4	39	30	9	10	6	11
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-11	2	4	8	2	3	-	1
1	9-15	2	16	18	5	6	3	3
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1 ²	9-8	4	38	41	17	17	5	9
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-

¹ Bromfield School.² Hitchcock Free Academy.

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

	TOWNS.	Population — United States Census of 1910.	Valuation — April 1, 1910.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1910.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
285	Princeton, . . .	818	\$1,135,366	8	143	113
286	Dover, . . .	798	5,467,126	5	132	120
287	Royalston, . . .	792	602,051	7	124	106
288	Granville, . . .	781	483,412	7	154	116
289	Bolton, . . .	764	583,597	4	117	86
290	Granby, . . .	761	522,615	6	136	95
291	Petersham, . . .	757	935,813	7	157	115
292	Bernardston, . . .	741	461,776	5	128	94
293	Dana, . . .	736	401,717	5	111	80
294	Leverett, . . .	728	325,213	5	124	94
295	Boxford, . . .	718	1,424,995	6	115	90
296	Blandford, . . .	717	550,579	7	121	87
297	Boylston, . . .	714	493,764	4	152	114
298	Truro, . . .	655	379,135	5	138	99
299	Richmond, . . .	650	394,488	6	107	80
300	Hampden, . . .	645	391,220	6	128	101
301	New Salem, . . .	639	357,410	6	88	62
302	Cummington, . . .	637	325,057	8	117	85
303	Brewster, . . .	631	681,560	4	130	102
304	Egremont, . . .	605	498,014	3	70	55
305	Burlington, . . .	591	695,383	3	90	71
306	Worthington, . . .	569	356,765	7	112	79
307	Sandisfield, . . .	566	362,397	7	121	79
308	Plympton, . . .	561	387,629	3	92	63
309	Oakham, . . .	552	371,508	5	95	71
310	Carlisle, . . .	551	477,197	3	105	94
311	Halifax, . . .	550	617,373	3	73	54
312	Chesterfield, . . .	536	319,969	5	89	63
313	Eastham, . . .	518	477,015	3	77	63
314	Savoy, . . .	503	185,515	6	91	75
315	Wendell, . . .	502	295,110	5	97	55
316	Otis, . . .	494	262,216	7	81	67
317	Warwick, . . .	477	442,450	4	121	95
318	Pelham, . . .	467	286,450	4	102	82
319	Hancock, . . .	465	305,224	5	87	64
320	New Braintree, . . .	464	400,689	5	86	62
321	Rowe, . . .	456	194,599	5	105	98
322	Greenwich, . . .	452	245,003	2	81	64
323	West Tisbury, . . .	437	584,433	4	60	47
324	Phillipston, . . .	426	283,695	4	81	68
325	Hawley, . . .	424	188,419	7	99	74
326	Westhampton, . . .	423	241,838	6	93	72
327	Paxton, . . .	416	339,490	3	85	60
328	Dunstable, . . .	408	355,709	3	78	55
329	Plainfield, . . .	406	183,073	5	65	47

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
163	-	14	98	126	117	93	3
122	1	4	83	107	97	91	8
158	-	4	134	127	117	90	3
150	2	7	120	131	114	87	6
121	-	13	106	106	95	92	8
135	2	13	92	124	111	90	9
164	-	25	103	142	129	91	12
153	-	22	104	135	120	88	5
108	-	-	94	102	96	95	8
134	2	4	103	128	117	91	3
134	-	-	101	100	96	95	7
127	3	1	102	99	88	89	1
165	-	8	132	135	125	93	9
135	-	5	110	123	113	92	10
122	1	10	76	100	90	90	7
128	1	6	111	122	109	90	1
108	-	24	69	92	86	93	-
124	-	-	99	105	101	97	7
102	-	15	65	75	71	91	4
67	1	5	55	52	46	89	-
99	1	1	81	83	77	92	8
119	1	3	96	99	91	92	6
113	-	3	84	79	72	91	2
90	1	4	61	77	68	88	5
106	1	4	71	95	90	95	8
105	1	-	94	90	84	92	9
79	-	3	56	74	68	92	5
98	-	12	69	83	76	92	3
88	-	3	73	84	79	94	3
91	-	-	64	66	55	83	6
72	-	1	53	62	59	94	2
100	-	2	75	86	62	72	-
115	1	5	88	96	87	90	5
104	-	3	87	86	80	92	1
85	1	-	65	74	65	88	1
80	-	1	63	80	69	92	7
89	-	1	78	75	70	94	-
50	-	1	43	42	39	92	-
65	-	6	47	60	52	87	5
86	1	1	70	71	63	90	5
85	-	-	78	80	76	95	2
105	1	2	80	95	85	89	3
76	-	-	60	65	58	87	2
83	-	7	61	72	66	92	11
67	-	3	55	60	57	95	3

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
285	Princeton,	1	8	-	2	5	8-15	
286	Dover,	2	4	-	2	4	9-12	
287	Royalston,	1	6	1	-	1	8-17	
288	Granville,	-	7	-	-	1	8-15	
289	Bolton,	1	5	-	1	4	9-7	
290	Granby,	1	6	-	1	5	8-16	
291	Petersham,	1	8	-	2	6	9-8	
292	Bernardston,	1	5	1	2	-	8-17	
293	Dana,	-	5	-	-	3	8-18	
294	Leverett,	-	5	-	-	-	8-17	
295	Boxford,	-	6	1	-	2	9-4	
296	Blandford,	-	7	-	-	2	8-3	
297	Boylston,	-	4	-	-	3	8-17	
298	Truro,	-	5	-	-	1	9-10	
299	Richmond,	-	6	-	-	3	9-5	
300	Hampden,	-	6	1	-	4	8-3	
301	New Salem,	2	6	-	3	-	8-4	
302	Cummington,	-	8	-	-	1	8	
303	Brewster,	1	4	1	2	1	9-5	
304	Egremont,	-	3	-	-	3	9-5	
305	Burlington,	-	3	-	-	1	9-2	
306	Worthington,	1	6	1	-	-	8-17	
307	Sandisfield,	-	7	-	-	-	8-9	
308	Plympton,	1	2	-	-	1	9-2	
309	Oakham,	-	5	-	-	1	8	
310	Carlisle,	3	-	-	-	-	8-18	
311	Halifax,	-	3	1	-	1	8-16	
312	Chesterfield,	1	4	1	-	-	8-12	
313	Eastham,	-	3	-	-	2	8-13	
314	Savoy,	-	6	-	-	2	7-18	
315	Wendell,	-	5	-	-	1	9-1	
316	Otis,	-	7	-	-	-	8	
317	Warwick,	1	3	-	-	3	9	
318	Pelham,	-	4	-	-	2	9	
319	Hancock,	-	5	-	-	-	8-13	
320	New Braintree,	-	4	-	-	4	9	
321	Rowe,	-	5	-	-	3	8-2	
322	Greenwich,	-	2	-	-	1	9	
323	West Tisbury,	-	4	1	1	2	8-11	
324	Phillipston,	-	4	1	-	2	8-17	
325	Hawley,	-	7	-	-	1	8-2	
326	Westhampton,	-	6	1	-	1	8-7	
327	Paxton,	-	3	-	-	1	8-16	
328	Dunstable,	-	3	1	-	1	9	
329	Plainfield,	-	5	-	-	3	8-5	

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	9-15	1	6	8	4	4	1	1
1	10	3	5	11	4	5	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-15	2	4	14	1	4	2	-
1	9-18	2	15	10	3	3	2	-
1	9-16	3	14	17	6	9	2	1
1 ¹	9-17	2	11	21	1	5	3	2
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1 ²	9	1	7	9	1	2	1	2
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-18	3	12	16	2	3	1	1
1	10	2	8	12	2	3	1	2
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9	1	2	4	2	4	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	8-13	1	9	11	-	-	-	2
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-

¹ Powers Institute.² Barker Free School.

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

	TOWNS.	Population — United States Census of 1910.	Valuation — April 1, 1910.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1910.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
330	Windsor, . . .	404	\$288,853	7	84	67
331	Florida, . . .	395	196,206	4	82	60
332	Monterey, . . .	388	320,803	3	65	48
333	Tyringham, . . .	382	356,217	4	65	53
334	Leyden, . . .	363	171,802	5	74	51
335	Middlefield, . . .	354	197,337	7	88	63
336	Heath, . . .	346	179,792	3	63	39
337	Wales, . . .	345	285,355	2	54	39
338	Prescott, . . .	320	194,175	4	63	46
339	Boxborough, . . .	317	266,005	4	70	51
340	Chilmark, . . .	282	357,450	2	30	19
341	Goshen, . . .	279	183,530	4	55	44
342	Washington, . . .	277	292,271	4	57	41
343	Alford, . . .	275	188,110	3	53	35
344	Mashpee, . . .	270	226,280	2	43	33
345	Shutesbury, . . .	267	290,525	2	38	24
346	Monroe, . . .	246	167,683	4	48	42
347	Peru, . . .	237	145,081	3	47	39
348	Montgomery, . . .	217	151,887	3	34	24
349	Tolland, . . .	180	204,658	1	31	20
350	Gay Head, . . .	162	45,751	1	36	26
351	Gosnold, . . .	152	709,115	1	17	12
352	Holland, . . .	145	107,725	1	17	13
353	Mount Washington, .	110	98,150	2	17	12
354	New Ashford, . . .	92	52,575	1	18	12
	Totals, . . .	417,205	\$394,511,714	2,300	70,485	52,820
	State, . . .	3,366,416	\$3,907,892,598	12,166	569,747	410,385

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
96	2	2	72	80	72	90	3
76	-	-	63	66	59	89	2
62	-	4	47	38	34	90	-
63	-	1	49	50	45	90	-
78	-	1	55	60	53	90	3
117	2	1	85	91	82	90	2
54	-	-	45	51	49	97	2
68	-	-	46	58	52	90	7
63	-	1	46	58	54	93	12
65	-	5	45	43	48	88	2
30	-	-	16	22	18	84	-
61	-	2	56	48	42	93	2
46	-	-	29	35	30	86	2
54	-	1	40	47	43	92	4
47	-	2	35	39	36	94	-
33	-	1	24	31	28	92	-
42	-	1	37	45	40	92	-
41	-	1	33	29	26	89	2
37	-	-	26	30	27	89	-
24	-	-	17	20	18	90	3
-	-	-	-	-	-	-	-
17	-	-	14	15	14	91	-
15	-	-	13	13	11	90	-
20	1	1	9	12	11	89	2
21	-	-	15	16	15	94	-
73,185	313	6,325	50,795	65,182	60,132	92	3,661
538,845	8,196	57,729	343,315	485,768	450,522	93	28,491

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
330	Winsdor,	1	6	-	-	4	7-18	
331	Florida,	-	4	-	-	2	8-2	
332	Monterey,	-	3	-	-	1	9	
333	Tyringham,	-	4	-	-	1	8-11	
334	Leyden,	-	5	-	-	4	8-10	
335	Middlefield,	-	7	-	-	6	8-11	
336	Heath,	-	3	-	-	1	8-6	
337	Wales,	-	2	-	-	1	8-15	
338	Prescott,	-	4	-	-	2	8-17	
339	Boxborough,	-	4	-	-	3	9	
340	Chilmark,	1	1	-	-	1	8-10	
341	Goshen,	-	4	-	-	-	8-4	
342	Washington,	-	4	-	-	4	9-8	
343	Alford,	-	3	-	-	3	9-14	
344	Mashpee,	-	2	-	-	2	8-12	
345	Shutesbury,	-	2	-	-	1	8-19	
346	Monroe,	-	4	-	-	2	9	
347	Peru,	-	3	-	-	-	9-1	
348	Montgomery,	-	3	-	-	1	9-3	
349	Tolland,	-	1	-	-	1	9-5	
350	Gay Head,	1	1	1	-	-	8-13	
351	Gosnold,	-	1	-	-	-	9	
352	Holland,	-	1	-	-	1	9	
353	Mount Washington,	-	2	-	-	-	9-13	
354	New Ashford,	-	1	-	-	1	8-13	
	Totals,	210	2,447	62	371	1,133	9	
	State,	1,516	14,463	499	1,967	8,365	9-5	

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1910-11 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
143	9-7	456	3,466	4,653	1,262	1,556	474	719
270	9-9	2,542	29,633	35,643	11,374	12,965	3,614	5,175

ABSTRACT OF SCHOOL RETURNS

ON

SCHOOL ENROLMENT, MEMBERSHIP, ATTENDANCE,
TEACHING FORCE, COST OF SCHOOLS AND
SOURCES OF EXPENDITURES

FOR THE

SCHOOL YEAR FROM JULY 1, 1911, TO JUNE 30, 1912.

GROUP I. CITIES. — 1911-12.

	CITIES.	Population — United States Census of 1910.	Valuation — April 1, 1911.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1911.	
					Number of persons in cities between 5 and 15 years of age.	Number of persons in cities between 7 and 14 years of age.
1	Boston, . . .	670,585	\$1,428,344,814	2,138	118,816	79,776
2	Worcester, . . .	145,986	147,302,240	508	23,446	17,180
3	Fall River, . . .	119,295	94,829,978	329	21,225	16,476
4	Lowell, . . .	106,294	81,581,268	270	14,793	10,793
5	Cambridge, . . .	104,839	111,581,235	322	15,797	11,118
6	New Bedford, . . .	96,652	95,573,234	294	17,283	12,030
7	Lynn, . . .	89,336	77,866,819	254	12,803	9,294
8	Springfield, . . .	88,926	128,053,034	332	14,027	9,888
9	Lawrence, . . .	85,892	70,836,993	209	13,451	10,388
10	Somerville, . . .	77,236	67,284,066	243	12,758	10,278
11	Holyoke, . . .	57,730	51,843,656	178	11,421	9,059
12	Brockton, . . .	56,878	46,307,353	219	9,420	6,824
13	Malden, . . .	44,404	40,072,236	151	8,335	5,823
14	Haverhill, . . .	44,115	34,396,384	155	7,457	5,371
15	Salem, . . .	43,697	33,448,900	123	7,382	5,237
16	Newton, . . .	39,806	75,264,355	154	6,888	4,950
17	Fitchburg, . . .	37,826	32,084,891	106	7,122	5,013
18	Taunton, . . .	34,259	23,362,751	130	5,638	4,046
19	Everett, . . .	33,484	29,117,850	142	6,049	4,472
20	Quincy, . . .	32,642	34,300,615	129	8,496	5,145
21	Chelsea, . . .	32,452	27,543,200	149	6,143	4,505
22	Pittsfield, . . .	32,121	32,307,791	130	5,569	3,928
23	Waltham, . . .	27,834	26,779,630	74	4,091	2,911
24	Chicopee, . . .	25,401	14,249,150	94	3,586	2,843
25	Gloucester, . . .	24,398	24,162,132	113	4,445	3,085
26	Medford, . . .	23,150	25,231,300	96	4,204	2,974
27	North Adams, . . .	22,019	16,577,034	81	4,405	3,118
28	Northampton, . . .	19,431	15,457,027	76	3,431	2,532
29	Beverly, . . .	18,650	38,330,245	87	3,492	2,465
30	Melrose, . . .	15,715	16,897,625	58	2,601	1,986
31	Woburn, . . .	15,308	11,561,370	60	3,649	2,720
32	Newburyport, . . .	14,949	13,114,410	44	2,318	1,831
33	Marlborough, . . .	14,579	10,349,021	46	2,551	1,826
	Totals, . . .	2,295,889	\$2,976,012,607	7,494	393,092	279,885

SCHOOL RETURNS.

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GROUP I. CITIES. — 1911-12.

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
114,165	2,143	12,722	63,958	101,021	93,030	92	6,741
23,539	3	2,174	15,655	20,777	19,155	92	1,194
16,447	250	1,196	11,161	14,535	13,521	91	415
12,544	605	1,194	7,830	10,816	9,991	92	508
16,439	756	1,585	10,248	14,946	13,944	93	872
12,758	44	194	9,408	11,295	10,688	95	360
11,674	-	1,371	7,246	10,944	10,230	93	511
16,584	1,215	2,009	9,318	13,847	12,786	92	662
9,314	2	681	6,890	8,448	7,932	94	492
12,463	6	1,755	8,176	11,710	11,083	95	749
7,273	414	643	4,674	6,622	6,221	94	340
9,497	16	1,232	6,205	9,088	8,553	94	566
7,155	-	1,047	4,840	6,647	6,264	94	399
6,637	197	835	4,268	5,931	5,508	93	330
5,370	186	684	3,075	4,707	4,377	93	287
7,524	233	1,406	4,304	6,888	6,313	92	482
4,487	23	692	2,919	4,132	3,902	94	285
4,797	-	447	3,349	4,521	4,296	95	163
6,484	-	804	4,450	6,184	5,899	95	401
6,033	-	558	4,707	5,725	5,375	94	460
6,296	-	637	4,546	6,003	5,068	90	288
6,054	150	668	3,896	5,417	5,046	93	287
3,269	102	469	1,961	2,983	2,775	93	233
3,677	120	251	2,470	3,338	3,081	92	117
4,784	61	764	2,943	4,661	4,500	97	229
4,578	-	686	2,906	4,257	3,986	93	341
3,396	197	315	2,097	3,010	2,782	92	171
2,813	81	266	1,872	2,587	2,382	92	103
4,371	36	559	2,446	3,596	3,341	93	203
2,814	-	549	1,671	2,631	2,491	94	293
2,993	9	442	1,840	2,780	2,644	95	146
2,050	-	360	1,198	1,920	1,785	93	124
2,151	6	220	1,308	1,953	1,812	93	216
360,430	6,855	39,415	223,835	323,920	300,761	93	18,968

BOARD OF EDUCATION.

GROUP I. CITIES. — 1911-12 — *Con.*

	CITIES.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
1	Boston,	420	2,526	137	309	2,096	9-6	
2	Worcester,	82	643	21	96	514	10	
3	Fall River,	34	466	13	25	96	9-12	
4	Lowell,	24	315	15	25	134	9-8	
5	Cambridge,	55	404	30	58	251	9-9	
6	New Bedford,	22	327	10	14	265	9-8	
7	Lynn,	25	299	10	37	147	9-10	
8	Springfield,	56	450	34	68	282	9-6	
9	Lawrence,	18	286	6	25	131	10	
10	Somerville,	40	303	12	45	137	9-6	
11	Holyoke,	22	218	9	30	155	9-10	
12	Brockton,	21	252	4	34	168	9-7	
13	Malden,	26	182	7	24	118	9-1	
14	Haverhill,	15	194	—	26	82	9-10	
15	Salem,	15	143	8	23	98	9-2	
16	Newton,	45	238	9	52	168	9-7	
17	Fitchburg,	20	115	1	28	55	9-10	
18	Taunton,	14	148	2	14	86	9-6	
19	Everett,	14	185	1	15	87	9-4	
20	Quincy,	18	152	3	23	81	9-2	
21	Chelsea,	8	142	10	14	70	8-16	
22	Pittsfield,	14	172	2	23	1	9-16	
23	Waltham,	11	98	6	14	66	9-8	
24	Chicopee,	5	110	—	9	82	9-14	
25	Gloucester,	8	132	2	15	25	9-16	
26	Medford,	16	115	3	19	57	9-5	
27	North Adams,	14	106	3	14	54	9-10	
28	Northampton,	7	91	7	13	41	9-14	
29	Beverly,	9	117	—	23	79	10	
30	Melrose,	7	79	5	22	40	9-1	
31	Woburn,	7	67	2	8	23	8-16	
32	Newburyport,	7	55	—	15	3	9-10	
33	Marlborough,	5	68	3	9	27	9-14	
	Totals,	1,104	9,198	375	1,169	5,719	9-9	

SCHOOL RETURNS.

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GROUP I. CITIES. — 1911-12 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
16	9-6	487	6,883	7,890	2,694	2,899	836 ¹	1,140 ¹
4	10	123	1,444	1,657	646	694	116	202
1	9-12	39	457	543	175	171	63	95
1	9-8	39	577	696	179	186	92	131
2	9-12	81	1,033	1,091	466	478	103	131
1	9-11	27	289	364	103	116	29	61
2	9-10	59	610	734	208	245	82	124
3	9-10	97	1,045	1,124	415	396	98	141
1	10	31	456	413	166	167	69	65
1	9-8	65	890	1,133	394	423	102	194
1	9-13	35	381	403	122	129	44	65
1	9-7	48	615	656	259	233	89	114
1	9-5	40	459	561	233	249	67	92
1	9-15	30	358	461	112	185	53	72
1	9-1	27	312	358	115	136	48	55
2	9-9	69	711	1,001	289	295	95	124
1	9-12	30	393	430	144	142	46	51
1	9-18	16	212	240	80	73	30	45
1	9-6	28	315	482	144	193	29	75
1	9-10	29	433	397	164	131	43	53
1	8-8	20	206	280	97	99	23	42
1	9-16	24	323	387	165	208	38	55
1	9-8	19	256	289	92	103	31	49
1	9-14	13	111	141	28	56	20	23
1	9-16	18	242	319	97	124	30	42
1	9-7	24	332	387	122	124	47	57
1	9-15	18	196	239	67	76	27	24
1	9-15	14	103	186	39	66	13	27
1	9-8	26	313	433	115	144	28	60
1	9-5	26	315	396	148	162	36	57
1	9	13	213	228	68	71	34	56
1	9-11	15	222	248	73	82	24	33
1	10	10	204	252	61	81	19	27
56	9-10	1,640	20,909	24,419	8,280	8,937	2,504	3,582

¹ Including Hyde Park, annexed to city Jan. 1, 1912.

BOARD OF EDUCATION.

GROUP I. CITIES. — 1911-12 — *Con.*

	CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.			
		SCHOOL COMMITTEE.		SUPERINTENDENCE OF SCHOOLS AND ENFORCEMENT OF LAW.	
		Salaries.	Other expenses.	Salaries.	Other expenses.
1	Boston,	-	\$93,445 29	\$6,000 00	\$49,963 81
2	Worcester,	-	10,285 29	4,250 00	5,941 60
3	Fall River,	\$3,317 94	1,543 09	8,630 00	1,003 54
4	Lowell,	-	382 00	9,259 65	1,420 70
5	Cambridge,	7,350 33	1,776 90	9,650 00	269 05
6	New Bedford,	-	-	4,000 00	8,117 22
7	Lynn,	5,420 00	1,314 41	6,643 76	305 85
8	Springfield,	4,265 34	600 00	9,733 20	4,252 13
9	Lawrence,	-	2,789 82	3,500 00	5,424 50
10	Somerville,	2,647 60	970 71	4,478 20	480 53
11	Holyoke,	1,924 97	2,023 47	6,253 42	97 83
12	Brockton,	-	-	3,250 00	2,689 75
13	Malden,	2,429 49	624 06	3,425 00	440 53
14	Haverhill,	-	-	4,426 84	1,144 89
15	Salem,	800 00	1,011 80	4,100 00	21 75
16	Newton,	2,667 80	2,135 37	6,200 00	413 57
17	Fitchburg,	717 79	535 73	4,250 00	105 64
18	Taunton,	595 97	608 35	3,035 02	339 50
19	Everett,	-	2,414 63	2,500 00	1,028 51
20	Quincy,	-	1,796 77	2,600 00	684 01
21	Chelsea,	850 00	-	2,500 00	-
22	Pittsfield,	734 03	178 10	2,500 00	821 18
23	Waltham,	583 32	127 44	3,100 00	284 54
24	Chicopee,	600 00	319 24	2,937 90	219 23
25	Gloucester,	-	1,183 00	2,300 00	1,045 38
26	Medford,	850 00	-	3,000 00	1,565 00
27	North Adams,	443 75	625 00	2,500 00	1,100 00
28	Northampton,	-	1,273 61	2,273 37	180 00
29	Beverly,	1,598 73	1,429 25	3,627 57	408 84
30	Melrose,	-	1,411 08	2,400 00	588 92
31	Woburn,	-	964 38	2,600 00	53 78
32	Newburyport,	-	-	1,700 00	750 00
33	Marlborough,	-	-	2,100 00	36 30
	Totals,	\$37,797 06	\$131,768 79	\$139,723 93	\$91,198 08

SCHOOL RETURNS.

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GROUP I. CITIES. — 1911-12 — *Con.*

EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

SUPERVISORS.		Principals' salaries.	Teachers' salaries.	Text-books.	Stationery, supplies and miscellaneous.
Salaries.	Other expenses.				
\$70,674 25	\$10,183 46	\$270,739 08	\$3,114,066 75	\$124,826 98	\$142,580 37
3,183 33	9 00	78,456 00	541,788 14	18,993 89	20,266 98
5,400 00	53 00	55,996 00	304,695 75	9,534 61	12,323 29
5,320 70	—	29,950 00	240,594 16	7,110 48	6,819 18
6,855 00	41 15	38,786 80	365,551 90	12,417 42	15,405 03
1,700 18	—	41,725 00	255,207 03	8,864 61	7,959 05
4,800 00	—	22,075 00	229,583 16	8,574 35	10,734 31
8,831 50	—	33,822 00	422,706 82	11,244 39	41,310 58
13,010 50	—	34,145 23	209,281 21	5,059 22	6,570 30
3,136 25	—	40,992 13	249,138 92	7,960 94	12,485 12
6,046 92	—	22,544 92	168,761 81	7,275 45	10,438 96
4,000 00	—	34,995 00	187,879 45	23,156 90	—
4,135 71	—	22,815 53	144,527 18	5,550 68	6,471 05
3,781 60	—	14,229 69	139,655 44	5,273 80	6,998 87
—	—	25,091 08	95,936 87	2,422 23	3,555 11
9,660 00	—	24,770 00	223,602 79	5,780 58	11,850 49
2,650 00	—	12,260 00	95,325 50	4,813 94	5,636 12
2,400 00	—	25,021 83	76,908 09	4,029 83	3,534 60
4,205 25	—	17,540 57	123,132 15	6,481 38	6,757 08
4,003 00	—	14,910 00	109,006 50	3,454 64	9,563 42
4,800 00	—	12,925 00	112,116 40	8,092 07	3,742 85
4,689 10	175 00	17,170 75	104,318 20	5,096 20	6,285 40
60 00	—	6,192 50	80,004 40	1,822 34	5,380 56
1,650 00	—	10,012 00	59,042 95	2,097 60	2,937 82
—	—	17,434 00	68,715 00	2,612 51	5,466 36
6,480 00	—	17,087 00	80,504 19	9,133 19	368 25
—	—	7,772 00	61,157 00	5,315 82	1,000 00
3,100 00	—	5,880 00	56,420 42	1,981 20	1,816 50
7,235 00	198 29	9,450 00	78,775 69	5,039 21	5,733 41
3,150 00	—	9,650 00	53,886 64	3,869 62	1,934 82
—	—	13,313 50	38,746 00	2,550 65	2,342 07
—	—	9,725 00	34,887 01	2,005 30	4,507 96
700 00	—	6,200 00	40,036 78	3,117 77	200 00
\$195,658 29	\$10,659 90	\$1,003,677 61	\$8,165,960 30	\$335,559 80	\$382,975 91

GROUP I. CITIES. — 1911-12 — *Con.*

	CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.		
		Janitors' service.	Fuel.	Miscellaneous expenses of operation.
1	Boston,	\$272,187 68	\$122,524 49	\$44,266 54
2	Worcester,	53,589 26	36,417 75	12,640 12
3	Fall River,	54,007 77	20,404 10	7,273 22
4	Lowell,	51,352 44	18,634 79	3,436 13
5	Cambridge,	43,986 64	21,769 61	5,517 26
6	New Bedford,	28,200 58	18,093 53	12,293 39
7	Lynn,	31,193 49	18,244 63	1,377 86
8	Springfield,	44,621 50	19,175 90	10,725 34
9	Lawrence,	21,397 15	6,818 77	3,958 78
10	Somerville,	26,031 12	14,907 12	5,279 28
11	Holyoke,	20,414 04	13,097 45	6,902 36
12	Brockton,	21,859 07	17,812 98	5,172 93
13	Malden,	15,950 34	16,096 59	2,492 85
14	Haverhill,	17,969 45	19,241 59	-
15	Salem,	15,868 16	9,470 64	826 56
16	Newton,	21,644 59	15,228 01	2,553 21
17	Fitchburg,	10,462 47	8,252 05	1,094 01
18	Taunton,	10,900 33	9,353 01	730 21
19	Everett,	15,329 23	11,045 87	4,531 86
20	Quincy,	10,753 17	8,010 29	1,317 62
21	Chelsea,	12,786 70	11,103 35	816 00
22	Pittsfield,	12,087 34	5,987 02	272 02
23	Waltham,	8,078 50	7,048 09	10,361 09
24	Chicopee,	7,597 77	6,657 75	1,875 05
25	Gloucester,	11,589 40	7,808 59	1,897 13
26	Medford,	9,876 73	9,845 94	1,386 14
27	North Adams,	7,200 00	5,679 42	316 00
28	Northampton,	7,266 68	5,960 79	383 08
29	Beverly,	10,313 61	7,776 07	3,650 08
30	Melrose,	7,215 47	6,705 64	1,694 37
31	Woburn,	5,659 95	3,771 74	690 74
32	Newburyport,	3,837 57	1,593 82	-
33	Marlborough,	3,895 54	3,773 04	1,069 56
	Totals,	\$895,123 74	\$508,310 43	\$156,800 79

SCHOOL RETURNS.

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GROUP I. CITIES. — 1911-12 — *Con.*

EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

Repairs, replacement and upkeep.	Libraries.	Promotion of health.	Transportation.	Miscellaneous expenses.	Total expenditure for the support of public schools, being the total of the eighteen preceding col- umns.
\$231,835 68	-	\$47,396 77	\$4,681 29	\$110,253 21	\$4,715,625 65
31,160 01	\$649 54	3,598 94	762 25	6,465 16	828,457 26
21,254 43	-	1,700 00	475 20	3,031 92	510,643 86
31,725 70	-	2,660 62	145 00	7,668 69	416,480 24
16,870 61	-	-	324 00	4,349 76	550,921 46
11,051 49	-	1,596 00	1,003 94	3,567 33	403,379 35
13,921 91	-	3,400 00	450 00	3,404 05	361,442 78
26,572 24	-	3,197 21	1,540 00	6,549 53	649,147 68
22,330 80	-	2,616 63	-	2,685 05	339,587 96
18,911 04	-	-	-	3,071 18	390,490 14
14,729 26	9 73	1,035 00	882 00	1,948 81	284,386 40
976 62	-	1,225 60	-	-	303,018 30
11,893 38	-	650 11	-	726 67	238,229 17
10,913 42	-	-	2,183 75	4,441 29	230,260 63
5,426 99	15 00	650 00	700 00	941 04	166,837 23
12,517 45	150 00	3,421 98	2,181 20	284 99	345,062 03
309 58	200 00	991 00	1,789 00	520 23	149,913 06
8,101 64	354 99	800 00	1,781 25	1,826 97	150,321 59
8,894 37	-	1,535 89	-	1,105 25	206,502 04
4,229 75	-	500 00	1,000 00	493 73	172,322 90
8,529 63	-	900 00	-	250 00	179,412 00
-	-	728 39	1,970 00	1,728 73	164,741 46
-	-	1,350 00	1,399 00	1,441 94	127,233 72
8,399 96	-	1,300 00	3,089 25	1,820 92	110,557 44
8,241 69	104 40	689 40	2,345 00	1,034 45	132,466 31
3,709 21	-	200 00	-	3,244 08	147,249 73
5,314 18	200 00	500 00	1,342 50	2,600 00	103,065 67
3,491 70	-	312 50	906 00	908 80	92,154 65
4,393 96	-	400 00	3,250 88	1,884 14	145,164 73
5,706 58	-	225 00	723 50	1,205 02	100,366 66
3,116 31	-	204 50	-	675 34	74,688 96
-	-	-	625 45	-	59,632 11
1,575 07	-	364 50	1,554 56	445 83	65,068 95
\$556,104 66	\$1,683 66	\$84,150 04	\$37,105 02	\$180,574 11	\$12,914,832 12

BOARD OF EDUCATION.

GROUP I. CITIES. — 1911-12 — *Con.*

	CITIES.	EXPENDITURES FOR OUTLAY.		
		New grounds, buildings and alterations.	New equipment.	Total expenditure for outlay, being the total of the two preceding columns.
1	Boston,	\$1,044,301 13	\$107,081 41	\$1,151,382 54
2	Worcester,	110,983 52	4,528 75	115,512 27
3	Fall River,	216,456 83	3,000 00	219,456 83
4	Lowell,	-	-	-
5	Cambridge,	70,379 37	-	70,379 37
6	New Bedford,	338,422 01	9,590 35	348,012 36
7	Lynn,	187,214 83	23,650 39	210,865 22
8	Springfield,	77,323 00	3,563 67	80,886 67
9	Lawrence,	92,993 03	646 33	93,639 36
10	Somerville,	7,148 74	-	7,148 74
11	Holyoke,	78,673 91	2,356 63	81,030 54
12	Brockton,	86,130 69	2,367 76	88,498 45
13	Malden,	5,451 02	764 82	6,215 84
14	Haverhill,	7,967 47	1,078 50	9,045 97
15	Salem,	28,769 20	1,826 36	30,595 56
16	Newton,	-	13,636 61	13,636 61
17	Fitchburg,	5,000 00	6,191 01	11,191 01
18	Taunton,	8,132 32	3,418 39	11,550 71
19	Everett,	-	5,110 51	5,110 51
20	Quincy,	105,053 87	6,074 59	111,128 46
21	Chelsea,	75,267 41	1,343 65	76,611 06
22	Pittsfield,	-	-	-
23	Waltham,	-	15 40	15 40
24	Chicopee,	35,092 86	-	35,092 86
25	Gloucester,	6,233 75	100 00	6,333 75
26	Medford,	66,000 00	149 07	66,149 07
27	North Adams,	-	-	-
28	Northampton,	-	-	-
29	Beverly,	39,994 34	4,307 00	44,301 34
30	Melrose,	-	-	-
31	Woburn,	67 41	108 00	175 41
32	Newburyport,	15,000 00	-	15,000 00
33	Marlborough,	3,130 03	-	3,130 03
	Totals,	\$2,711,186 74	\$200,909 20	\$2,912,095 94

SCHOOL RETURNS.

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GROUP I. CITIES. — 1911-12 — *Con.*

EXPENDITURES FOR SUPPORT OF PUBLIC SCHOOLS.			Voluntary contributions.	Town's share of State School Fund income paid Jan. 25, 1912.	Unexpended balance of State School Fund income on July 1, 1912.
From local taxation.	From other sources.	Expenditures for high school support.			
\$4,391,604 25 ¹	\$324,021 40	\$1,051,326 57	-	-	-
820,841 19	7,616 07	181,287 62	\$1,712 00	-	-
499,334 85	11,309 01	56,136 30	-	-	-
416,480 24	-	59,182 98	-	-	-
550,921 46	-	133,344 50	-	-	-
401,149 86	2,229 49	43,077 55	-	-	-
360,367 82	1,074 96	42,318 32	-	-	-
641,362 64	7,785 04	165,914 07	883 39	-	-
339,587 96	-	39,590 09	-	-	-
390,018 51	471 63	89,611 72	-	-	-
283,574 90	811 50	54,780 84	420 00	-	-
299,647 96	3,370 34	43,304 12	-	-	-
237,347 76	881 41	60,748 99	1,149 06	-	-
228,819 48	1,441 15	40,759 95	-	-	-
166,837 23	-	42,399 05	-	-	-
341,867 83	3,194 20	120,671 63	-	-	-
149,047 06	866 00	43,636 82	-	-	-
146,665 52	3,656 07	24,336 09	-	-	-
206,386 17	115 87	48,708 30	-	-	-
172,115 43	207 47	38,431 86	-	-	-
179,412 00	-	30,253 99	-	-	-
162,208 76	2,532 70	30,240 87	-	-	-
127,182 62	51 10	26,942 75	-	-	-
110,459 44	98 00	21,417 16	-	-	-
131,553 31	913 00	25,411 78	1,000 00	-	-
146,619 73	630 00	33,566 00	-	-	-
101,929 82	1,135 85	20,802 85	-	-	-
90,559 11	1,595 54	17,971 87	-	-	-
145,164 73	-	37,379 72	56 50	-	-
100,366 66	-	30,590 82	-	-	-
72,154 46 ¹	2,534 50	16,199 94	-	-	-
56,122 31	3,509 80	16,808 33	25 00	-	-
65,068 95	-	13,830 99	-	-	-
\$12,532,780 02	\$382,052 10	\$2,700,984 44	\$5,245 95	-	-

¹ Returns made for fiscal year of city instead of for the school year.

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12.

	TOWNS.	Population—United States Census of 1910.	Valuation — April 1, 1911.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1911.	
					Number of persons in towns between 6 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
34	Brookline, . . .	27,792	\$110,460,700	102	3,798	2,726
35	Revere, . . .	18,219	19,456,271	97	4,034	2,971
36	Leominster, . . .	17,580	12,925,015	55	3,258	2,464
37	Attleborough, . . .	16,215	18,571,395	59	2,692	1,978
38	Westfield, . . .	16,044	10,128,584	57	2,888	2,234
39	Peabody, . . .	15,721	12,062,250	53	2,581	1,954
40	Hyde Park, ¹ . . .	15,507	15,629,265	43	3,055	2,243
41	Gardner, . . .	14,699	9,516,297	41	2,365	1,882
42	Clinton, . . .	13,075	8,807,449	48	2,355	1,620
43	Milford, . . .	13,055	9,531,188	49	2,427	1,743
44	Adams, . . .	13,026	6,402,592	44	2,500	1,788
45	Framingham, . . .	12,948	13,356,225	55	1,983	1,556
46	Weymouth, . . .	12,895	8,654,054	53	2,012	1,535
47	Watertown, . . .	12,875	15,264,865	43	2,194	1,535
48	Southbridge, . . .	12,592	6,295,875	25	2,224	1,709
49	Plymouth, . . .	12,141	11,802,070	52	2,156	1,515
50	Webster, . . .	11,509	8,717,555	22	2,500	1,800
51	Methuen, . . .	11,448	7,586,155	50	2,482	1,743
52	Wakefield, . . .	11,404	10,026,808	51	1,900	1,340
53	Arlington, . . .	11,187	13,110,483	51	2,272	1,689
54	Greenfield, . . .	10,427	10,074,407	48	1,711	1,195
55	Winthrop, . . .	10,132	14,209,670	38	1,737	1,244
56	Amesbury, . . .	9,894	6,367,056	21	1,554	1,083
57	Natick, . . .	9,866	8,281,650	38	1,559	1,123
58	North Attleborough, . . .	9,562	8,978,465	40	1,407	1,014
59	Danvers, . . .	9,407	6,610,365	36	1,400	896
60	Winchester, . . .	9,309	14,146,975	39	1,747	1,102
61	Dedham, . . .	9,284	13,626,898	47	1,759	1,198
62	West Springfield, . . .	9,224	7,797,782	47	1,768	1,273
63	Northbridge, . . .	8,807	4,897,360	39	1,627	1,308
64	Ware, . . .	8,774	4,849,575	30	1,658	1,142
65	Palmer, . . .	8,610	4,718,987	36	1,533	1,275
66	Athol, . . .	8,536	4,918,925	31	1,507	1,048
67	Easthampton, . . .	8,524	6,117,665	26	1,378	1,107
68	Middleborough, . . .	8,214	4,790,866	35	1,304	932
69	Braintree, . . .	8,066	6,694,882	40	1,602	1,137
70	Saugus, . . .	8,047	5,890,042	41	1,631	1,175
71	Norwood, . . .	8,014	14,362,465	40	1,597	1,257
72	Milton, . . .	7,924	28,644,203	45	1,337	1,078
73	Bridgewater, . . .	7,688	3,551,797	26	793	579
74	Marblehead, . . .	7,338	9,251,720	27	1,107	809
75	Andover, . . .	7,301	7,184,737	33	1,117	793
76	Whitman, . . .	7,292	5,431,151	29	1,203	838
77	Stoneham, . . .	7,090	5,109,284	27	1,134	812
78	Rockland, . . .	6,928	4,413,500	26	1,063	730

¹ Returns made for period from July 1 to Dec. 31, 1911, when town was annexed to Boston.

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12.

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
4,273	300	642	2,478	3,714	3,463	93	233
4,271	2	419	2,872	4,049	3,787	94	209
2,547	13	299	1,541	2,232	2,100	94	173
2,546	22	211	1,841	2,302	2,179	95	136
2,651	91	288	1,591	2,292	2,222	96	161
2,432	15	354	1,646	2,257	2,116	94	112
2,119	-	312	1,030	1,894	1,829	96	-
2,014	-	301	1,333	1,828	1,724	94	108
1,995	3	198	1,256	1,752	1,674	95	100
2,149	-	244	1,532	1,999	1,921	96	59
2,102	15	175	1,449	1,901	1,837	97	70
2,309	11	277	1,530	2,187	2,019	92	135
2,348	34	271	1,479	2,215	2,045	92	108
1,887	7	186	1,185	1,726	1,629	94	83
951	1	84	593	785	734	93	33
2,274	-	150	1,560	2,131	1,961	92	88
1,127	3	97	708	887	823	93	24
2,215	35	141	1,549	2,040	1,918	94	82
2,409	-	324	1,394	2,154	2,046	95	128
2,463	-	366	1,569	2,221	2,096	94	169
1,976	37	240	1,205	1,778	1,648	93	82
2,070	-	395	1,380	1,874	1,728	92	113
931	-	162	532	867	816	94	67
1,931	-	275	1,167	1,783	1,713	96	119
1,630	5	149	983	1,514	1,436	95	93
1,789	-	244	993	1,539	1,463	95	114
1,925	29	313	1,098	1,699	1,582	93	82
2,051	172	213	1,129	1,894	1,727	92	129
2,021	27	213	1,348	1,832	1,693	92	61
1,714	-	162	1,308	1,556	1,508	97	69
1,255	6	125	849	1,136	1,072	94	67
1,618	14	118	1,050	1,411	1,335	95	58
1,448	-	177	1,039	1,345	1,265	94	67
1,141	1	79	799	1,036	964	93	69
1,572	-	172	1,071	1,317	1,218	93	68
1,798	130	168	1,070	1,615	1,478	92	87
1,767	-	158	1,243	1,672	1,567	94	93
1,705	-	180	1,164	1,614	1,497	92	65
1,539	29	252	870	1,312	1,229	94	83
1,026	41	118	626	921	854	93	36
1,302	53	154	805	1,180	1,083	92	74
1,229	4	102	844	1,160	1,096	95	69
1,339	1	177	848	1,269	1,213	96	66
1,159	-	181	763	1,087	1,033	95	87
1,197	2	160	730	1,118	1,035	92	47

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
34	Brookline,	19	138	3	22	68	9-13	
35	Revere,	5	111	7	12	54	9-6	
36	Leominster,	9	68	4	9	41	9-4	
37	Attleborough,	6	73	2	10	47	9-8	
38	Westfield,	6	86	3	13	67	9-16	
39	Peabody,	5	68	-	8	41	9-5	
40	Hyde Park, ¹	8	60	6	14	15	3-8	
41	Gardner,	3	52	-	10	27	9-1	
42	Clinton,	5	52	-	7	10	9-6	
43	Milford,	1	56	-	4	32	9-3	
44	Adams,	5	54	1	7	33	9-8	
45	Framingham,	9	64	2	7	54	9-1	
46	Weymouth,	10	59	2	9	32	9-10	
47	Watertown,	6	56	3	10	28	9-2	
48	Southbridge,	2	31	-	6	11	9-16	
49	Plymouth,	3	60	-	7	28	9-10	
50	Webster,	2	31	1	7	14	9-14	
51	Methuen,	3	56	-	2	42	9-3	
52	Wakefield,	8	64	3	10	36	9-4	
53	Arlington,	7	66	4	13	37	9-6	
54	Greenfield,	5	56	2	5	50	9-8	
55	Winthrop,	8	51	1	11	37	9-12	
56	Amesbury,	2	28	-	9	7	9-7	
57	Natick,	7	50	2	11	24	9-5	
58	North Attleborough, .	4	45	1	8	28	9-1	
59	Danvers,	6	41	-	8	28	9-5	
60	Winchester,	6	52	3	13	28	9-8	
61	Dedham,	6	56	1	6	42	9-10	
62	West Springfield, . .	5	50	-	6	35	9-7	
63	Northbridge,	1	44	2	6	33	9-10	
64	Ware,	1	29	1	5	11	9-4	
65	Palmer,	2	43	-	6	26	9-2	
66	Athol,	3	34	-	5	16	9-6	
67	Easthampton,	3	31	2	4	12	8-18	
68	Middleborough, . . .	5	41	-	6	3	9	
69	Braintree,	5	47	1	8	-	9-9	
70	Saugus,	2	49	-	7	20	9-4	
71	Norwood,	4	48	2	7	32	9-6	
72	Milton,	7	61	-	9	40	8-17	
73	Bridgewater,	3	31	-	7	27	9-3	
74	Marblehead,	2	38	-	5	24	9	
75	Andover,	3	36	1	5	17	9-5	
76	Whitman,	3	35	-	7	22	8-17	
77	Stoneham,	3	31	-	7	11	8-15	
78	Rockland,	3	31	-	6	16	9-9	

¹ Returns made for period from July 1 to Dec. 31, 1911, when town was annexed to Boston.

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	9-13	26	281	307	106	91	32	55
1	9-6	14	189	203	65	75	17	28
1	9-9	12	153	168	49	70	28	26
1	9-9	11	129	171	54	59	16	32
1	9-10	16	142	205	58	73	16	40
1	9-12	14	235	204	58	54	26	34
1	3-7	15	187	230	76	94	-	-
1	9-17	12	162	200	67	56	11	27
1	9-9	10	111	155	37	51	18	19
1	9-16	7	126	127	48	43	27	14
1	9-11	8	105	103	35	37	15	15
1	9-11	11	161	156	70	58	15	27
1	9-12	11	155	130	63	34	15	15
1	9-12	11	81	134	31	35	8	25
1	9-16	5	45	41	21	12	4	10
1	9-13	8	89	134	34	46	19	30
1	9-16	8	76	99	21	30	5	8
1	9-18	6	66	97	33	35	9	16
1	9-1	13	190	210	81	65	29	42
1	9-14	14	192	234	86	93	22	36
1	9-12	8	116	128	35	47	6	26
1	9-12	12	127	201	51	89	16	34
1	9-12	8	100	135	35	43	18	27
1	9-16	13	156	188	50	61	24	27
1	9-7	8	75	102	27	35	13	26
1	9-5	9	115	148	48	55	14	23
1	9-8	14	144	193	54	65	23	36
1	9-9	9	104	158	42	61	16	27
1	9-17	9	74	157	26	44	9	24
1	10	7	94	94	45	22	5	25
1	9-12	6	66	74	26	19	6	9
1	9-14	8	67	85	28	31	5	18
1	9-11	7	85	115	33	39	13	17
1	10	6	33	77	25	25	-	12
1	9-10	8	97	96	25	33	16	12
1	9-14	9	109	121	39	47	10	24
1	9-4	6	56	81	28	38	8	15
1	9-7	8	72	106	32	32	9	16
1	8-16	12	126	153	54	57	14	18
1	9-11	7	64	70	18	22	16	5
1 ¹	9-14	7	73	101	26	22	8	15
1	9-7	7	43	60	16	25	4	11
1	8-18	8	91	149	23	33	8	29
1	9-11	8	123	144	40	49	11	16
1	9-9	9	79	134	35	44	10	19

¹ Punchard Free School.

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.			
		SCHOOL COMMITTEE.		SUPERINTENDENCE OF SCHOOLS AND ENFORCEMENT OF LAW.	
		Salaries.	Other expenses.	Salaries.	Other expenses.
34	Brookline,	-	\$2,518 82	\$4,000 00	\$1,855 02
35	Revere,	\$650 00	667 23	2,966 68	23 72
36	Leominster,	-	-	2,200 00	1,358 84
37	Attleborough,	975 00	338 32	2,799 96	157 87
38	Westfield,	-	440 50	2,112 43	300 00
39	Peabody,	-	305 25	1,983 26	736 93
40	Hyde Park, ¹	-	-	-	-
41	Gardner,	-	251 85	2,044 25	183 34
42	Clinton,	-	-	2,100 00	450 00
43	Milford,	7 35	215 85	1,938 61	19 00
44	Adams,	175 00	240 60	2,500 00	347 34
45	Framingham,	464 00	286 81	2,116 79	407 62
46	Weymouth,	-	-	2,000 00	-
47	Watertown,	502 00	-	2,375 00	43 86
48	Southbridge,	-	59 70	1,100 00	135 00
49	Plymouth,	-	-	2,020 00	140 00
50	Webster,	-	284 03	1,400 00	346 85
51	Methuen,	-	-	1,583 36	437 57
52	Wakefield,	468 75	379 18	1,702 00	152 23
53	Arlington,	150 00	98 25	2,800 00	80 29
54	Greenfield,	-	218 45	2,523 50	577 14
55	Winthrop,	75 00	193 25	2,400 00	150 00
56	Amesbury,	-	316 19	1,445 82	-
57	Natick,	-	224 24	2,000 00	300 00
58	North Attleborough,	75 00	158 80	2,058 26	147 90
59	Danvers,	50 00	98 50	2,073 00	24 52
60	Winchester,	-	1,741 38	2,683 36	100 00
61	Dedham,	704 80	224 50	2,200 00	163 08
62	West Springfield,	495 87	182 86	1,955 00	115 58
63	Northbridge,	-	33 54	750 00	61 63
64	Ware,	-	135 18	2,000 00	6 57
65	Palmer,	-	100 00	1,416 68	344 13
66	Athol,	-	2 00	2,000 00	-
67	Easthampton,	179 95	158 50	1,800 00	78 48
68	Middleborough,	150 00	125 00	2,000 00	200 00
69	Braintree,	75 00	-	1,800 00	200 00
70	Saugus,	50 00	74 33	1,862 50	101 04
71	Norwood,	-	916 74	2,091 66	142 32
72	Milton,	276 67	-	3,000 00	106 01
73	Bridgewater,	25 00	-	1,125 00	36 70
74	Marblehead,	22 14	-	1,574 93	-
75	Andover,	302 45	206 43	1,846 63	135 04
76	Whitman,	50 00	176 66	1,850 00	49 56
77	Stoneham,	120 00	100 56	1,200 00	90 84
78	Rockland,	8 48	86 49	1,502 50	72 56

¹ No fiscal returns made. Town annexed to Boston Jan. 1, 1912.

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

SUPERVISORS.		Principals' salaries.	Teachers' salaries.	Text-books.	Stationery, supplies and miscellaneous.
Salaries.	Other expenses.				
-	-	\$24,391 00	\$143,820 27	\$4,572 84	\$11,400 62
\$2,200 00	\$120 00	7,603 62	67,348 53	4,095 91	4,401 72
-	-	8,266 00	41,186 25	3,325 31	5,018 82
2,140 69	-	5,337 38	45,394 80	1,619 60	2,424 34
3,800 00	-	8,425 85	40,526 85	2,058 40	2,789 51
-	-	8,960 00	37,371 88	3,208 53	1,778 69
-	-	-	-	-	-
2,180 00	-	6,191 50	26,632 03	1,570 71	2,604 05
2,650 00	-	2,210 00	34,274 27	1,076 21	1,834 35
-	-	7,476 00	27,121 27	1,560 87	1,618 86
-	-	5,476 00	30,266 70	826 11	1,819 51
3,500 00	9 30	8,857 42	35,710 29	2,052 46	2,274 19
-	-	9,100 00	31,180 75	2,035 23	1,249 84
-	-	8,508 00	39,405 73	1,637 01	3,346 58
-	-	3,655 00	13,001 52	517 24	1,658 21
1,500 00	-	4,600 00	34,686 50	1,721 74	2,027 36
1,090 00	-	4,330 00	14,844 95	1,183 46	1,214 68
1,500 00	38 75	5,500 26	26,326 91	1,869 72	1,288 80
1,562 00	-	6,625 32	40,108 79	1,842 75	2,450 24
-	-	8,345 00	50,086 64	1,871 68	2,724 79
2,842 00	13 23	3,020 00	30,344 26	1,430 24	3,198 32
-	-	4,600 00	40,879 38	2,488 48	2,857 52
-	-	4,068 00	15,501 12	650 09	1,561 12
3,100 00	-	8,270 00	27,557 66	2,000 00	2,202 32
-	33 85	6,188 78	26,225 88	1,288 91	2,136 87
1,115 00	-	5,650 00	22,472 13	1,465 95	1,303 28
2,270 00	-	3,900 00	40,188 48	1,754 56	3,274 10
1,200 00	-	6,480 50	41,577 33	1,978 49	1,994 36
2,107 00	-	5,964 00	24,452 77	1,759 43	1,203 22
300 00	-	4,572 40	22,472 40	1,522 32	650 10
1,110 50	-	1,700 00	19,340 50	920 66	1,085 42
-	-	1,600 00	22,690 07	1,062 96	1,651 69
1,082 00	18 50	4,075 00	15,683 80	934 99	924 41
-	-	3,172 14	15,406 32	1,109 37	1,709 72
1,300 00	130 00	3,960 00	20,298 50	663 01	1,303 80
-	-	4,400 00	26,952 00	2,336 76	1,402 38
1,249 50	-	5,793 40	21,876 70	1,103 22	2,783 85
1,273 33	-	5,565 50	30,024 61	2,460 60	1,595 21
5,895 50	-	10,663 75	40,658 88	2,007 35	2,286 84
-	-	3,800 00	22,003 59	1,238 84	619 42
754 28	-	4,500 00	18,715 45	1,400 15	771 06
1,721 25	95 00	6,375 00	19,091 30	1,296 81	996 89
1,400 00	-	-	23,768 11	1,031 75	1,084 33
-	-	2,600 00	20,717 88	1,103 09	1,695 60
650 00	-	2,045 75	19,323 49	724 80	647 70

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.		
		Janitors' service.	Fuel.	Miscellaneous expenses of operation.
34	Brookline,	\$16,706 57	\$10,436 66	\$1,677 71
35	Revere,	9,722 46	6,498 92	1,382 73
36	Leominster,	6,886 59	2,009 39	785 25
37	Attleborough,	7,627 50	5,363 42	822 05
38	Westfield,	4,861 42	1,838 03	646 55
39	Peabody,	5,971 77	3,819 30	1,071 79
40	Hyde Park, ¹	—	—	—
41	Gardner,	3,127 25	4,573 29	721 04
42	Clinton,	6,169 74	4,292 78	658 20
43	Milford,	3,116 65	4,342 74	750 05
44	Adams,	3,157 41	2,172 68	474 51
45	Framingham,	4,887 70	3,845 89	1,011 85
46	Weymouth,	4,209 90	4,367 15	498 20
47	Watertown,	4,834 78	1,334 29	896 77
48	Southbridge,	2,274 42	1,686 98	300 00
49	Plymouth,	4,167 89	6,296 11	313 30
50	Webster,	2,755 07	1,444 24	857 27
51	Methuen,	4,331 00	2,949 00	100 00
52	Wakefield,	4,127 66	4,367 61	1,026 19
53	Arlington,	5,322 83	3,359 00	1,310 77
54	Greenfield,	2,967 83	3,744 12	1,355 43
55	Winthrop,	4,510 00	2,779 33	1,406 62
56	Amesbury,	2,578 00	2,010 12	1,109 83
57	Natick,	3,962 56	3,786 46	600 00
58	North Attleborough,	3,652 78	3,182 56	504 20
59	Danvers,	3,535 00	1,991 25	497 10
60	Winchester,	4,811 70	2,963 72	520 11
61	Dedham,	4,124 87	2,905 27	723 90
62	West Springfield,	3,458 45	3,173 20	185 49
63	Northbridge,	3,023 40	3,555 36	285 50
64	Ware,	3,390 02	3,852 30	277 01
65	Palmer,	2,126 20	1,714 40	388 98
66	Athol,	2,609 50	2,734 86	685 83
67	Easthampton,	2,037 75	290 47	82 15
68	Middleborough,	2,254 25	2,360 00	150 00
69	Braintree,	3,877 11	2,213 00	559 87
70	Saugus,	3,709 43	3,418 41	608 24
71	Norwood,	4,005 58	3,354 18	649 22
72	Milton,	7,731 69	1,707 02	4,014 85
73	Bridgewater,	1,096 53	1,039 82	674 37
74	Marblehead,	2,249 80	1,545 06	159 06
75	Andover,	2,259 64	2,490 81	451 39
76	Whitman,	3,136 20	2,588 09	253 97
77	Stoneham,	2,595 64	580 61	649 02
78	Rockland,	3,016 13	2,291 11	442 24

¹ No fiscal returns made. Town annexed to Boston Jan. 1, 1912.

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

Repairs, replacement and upkeep.	Libraries.	Promotion of health.	Transportation.	Miscellaneous expenses.	Total expenditure for the support of public schools, being the total of the eighteen preceding columns.
\$9,391 66	-	\$2,495 67	\$2,765 00	\$6,474 99	\$242,506 83
2,817 35	-	309 00	-	2,181 03	112,988 90
908 55	-	632 00	1,912 29	-	74,489 29
3,819 40	-	350 00	3,916 00	737 12	83,823 45
2,819 75	-	600 10	3,797 50	2,162 71	77,179 60
4,024 00	-	694 33	1,691 17	179 27	71,796 17
-	-	-	-	-	-
2,774 17	-	250 00	1,471 50	844 96	55,419 94
1,277 51	-	400 00	-	2,017 57	59,410 63
1,598 29	-	411 40	1,659 76	1,257 77	53,094 47
1,812 08	-	503 74	320 05	306 94	50,398 67
3,302 06	-	361 25	3,147 53	507 95	72,743 11
4,296 42	-	256 50	2,980 00	1,326 30	63,500 29
1,733 13	-	300 00	5 00	1,119 61	66,041 76
975 63	-	200 00	699 70	184 93	26,448 33
2,952 10	\$82 00	340 25	1,317 86	1,587 40	63,752 51
153 42	-	250 00	280 00	380 54	30,814 51
1,698 33	-	200 00	960 00	307 56	49,091 26
3,648 95	-	100 00	-	-	68,561 67
2,583 87	-	880 59	-	518 07	80,131 78
1,642 69	120 00	300 00	2,539 65	292 65	57,129 51
963 75	-	200 00	500 00	1,467 00	65,470 33
2,457 08	-	290 52	1,170 00	131 31	33,289 20
3,061 55	-	200 00	900 00	401 27	58,566 06
1,929 63	-	145 00	382 85	501 39	48,612 66
1,064 21	-	200 00	945 60	1,752 61	44,238 15
4,648 24	61 41	890 66	564 00	820 73	71,192 45
3,324 23	89 70	944 90	843 70	655 74	70,135 37
4,317 97	22 60	300 00	350 00	188 96	50,232 40
1,811 22	-	250 00	925 09	260 50	40,473 46
1,903 42	-	607 00	1,003 89	896 24	38,228 71
1,427 85	-	200 00	1,730 83	435 31	36,889 10
1,656 66	-	250 00	2,527 31	780 29	35,965 15
1,480 95	-	125 00	1,718 60	445 77	29,795 17
1,100 00	-	-	1,670 00	911 31	38,575 87
1,679 37	-	-	1,825 00	500 00	47,820 49
3,300 67	68 13	51 00	120 00	457 51	46,627 93
1,629 46	19 90	829 85	1,069 01	477 74	56,104 91
5,342 40	27 59	689 25	1,652 75	3,422 49	89,483 04
807 71	-	100 00	1,659 80	1,250 00	35,476 78
1,956 63	-	518 75	100 00	556 63	34,823 94
1,179 94	-	190 00	2,221 80	689 21	41,549 59
1,209 95	5 41	220 00	2 00	332 15	37,158 18
650 07	-	208 00	504 80	1,199 61	34,015 72
1,592 05	5 78	-	27 00	472 33	32,908 41

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR OUTLAY.		
		New grounds, buildings and alterations.	New equipment.	Total expenditure for outlay, being the total of the two preceding columns.
34	Brookline,	—	\$5,086 89	\$5,086 89
35	Revere,	\$45,141 00	3,353 13	48,494 13
36	Leominster,	27,034 13	980 75	28,014 88
37	Attleborough,	10,824 52	37 56	10,862 08
38	Westfield,	—	—	—
39	Peabody,	29,810 47	1,018 84	30,829 31
40	Hyde Park, ¹	—	—	—
41	Gardner,	—	17 71	17 71
42	Clinton,	5,685 79	—	5,685 79
43	Milford,	15,690 55	399 67	16,090 22
44	Adams,	3,507 76	106 88	3,614 64
45	Framingham,	—	—	—
46	Weymouth,	—	—	—
47	Watertown,	95,898 98	—	95,898 98
48	Southbridge,	—	600 00	600 00
49	Plymouth,	2,472 55	622 80	3,095 35
50	Webster,	1,656 78	352 74	2,009 52
51	Methuen,	12,783 25	500 00	13,283 25
52	Wakefield,	—	432 24	432 24
53	Arlington,	32,519 00	—	32,519 00
54	Greenfield,	1,506 68	1,617 72	3,124 40
55	Winthrop,	—	800 00	800 00
56	Amesbury,	—	—	—
57	Natick,	—	—	—
58	North Attleborough,	4,616 60	351 54	4,968 14
59	Danvers,	—	898 51	898 51
60	Winchester,	—	—	—
61	Dedham,	750 00	100 00	850 00
62	West Springfield,	134 00	361 98	495 98
63	Northbridge,	8,792 50	1,086 33	9,878 83
64	Ware,	—	—	—
65	Palmer,	—	—	—
66	Athol,	20,267 56	3,634 61	23,902 17
67	Easthampton,	31,816 47	—	31,816 47
68	Middleborough,	—	—	—
69	Braintree,	42,448 94	100 00	42,548 94
70	Saugus,	14,561 16	1,522 43	16,083 59
71	Norwood,	7,689 48	470 67	8,160 15
72	Milton,	—	—	—
73	Bridgewater,	—	—	—
74	Marblehead,	1,492 15	—	1,492 15
75	Andover,	3,523 60	1,339 73	4,863 33
76	Whitman,	—	833 35	833 35
77	Stoneham,	—	—	—
78	Rockland,	1,408 22	112 66	1,520 88

¹ No fiscal returns made. Town annexed to Boston Jan. 1, 1912.

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

EXPENDITURES FOR SUPPORT OF PUBLIC SCHOOLS.			Voluntary contributions.	Town's share of State School Fund income paid Jan. 25, 1912.	Unexpended balance of State School Fund income on July 1, 1912.
From local taxation.	From other sources.	Expenditures for high school support.			
\$242,506 83	—	\$49,053 81	—	—	—
112,842 90	\$146 00	20,263 17	—	—	—
73,899 29	590 00	16,608 48	—	—	—
82,496 85	1,326 60	12,597 49	\$628 75	—	—
67,298 18	9,881 42	25,267 00	—	—	—
69,176 21	2,619 96	16,895 00	—	—	—
—	—	—	—	—	—
55,419 94	—	16,131 62	—	—	—
59,410 63	—	13,187 00	—	—	—
52,435 63	658 84	9,334 23	50 00	—	—
49,328 24	1,070 43	8,633 48	—	—	—
71,271 32	1,471 79	16,200 02	390 00	—	—
63,326 29	174 00	13,102 14	—	—	—
66,041 76	—	13,223 92	—	—	—
26,246 33	202 00	5,526 68	—	—	—
63,752 51	—	10,533 75	—	—	—
29,940 83	873 68	10,476 49	—	—	—
47,958 26	1,133 00	6,976 51	—	—	—
66,358 36	2,203 31	15,483 63	—	—	—
78,663 27	1,468 51	21,525 69	100 00	—	—
56,194 62	934 89	10,317 15	—	—	—
65,345 36	124 97	18,447 56	—	—	—
31,500 00	1,789 20	10,249 96	—	—	—
58,566 06	—	14,695 00	—	—	—
48,612 66	—	9,648 31	135 00	—	—
43,041 15	1,197 00	10,949 56	—	—	—
70,247 94	944 51	18,922 80	—	—	—
67,492 26	2,643 11	11,904 16	—	—	—
47,132 22	3,100 18	10,372 45	—	—	—
40,473 46	—	8,271 15	—	—	—
37,743 51	485 20	8,543 26	—	—	—
36,889 10	—	10,021 77	—	—	—
32,000 00	3,965 15	8,377 12	—	—	—
28,960 42	834 75	5,636 29	—	—	—
37,000 00	1,575 87	10,664 51	—	—	—
47,180 49	640 00	10,373 48	—	—	—
46,020 26	607 67	8,967 87	—	—	—
55,817 21	287 70	10,436 35	—	—	—
89,483 04	—	28,967 64	—	—	—
27,310 67	8,166 11	9,206 04	—	—	—
34,823 94	—	7,433 71	—	—	—
36,464 43	5,085 16	9,135 24	100 00	—	—
35,900 98	1,257 20	8,432 62	—	—	—
34,015 72	—	9,813 17	—	—	—
32,549 41	359 00	8,966 92	—	—	—

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

	TOWNS.	Population — United States Census of 1910.	Valuation — April 1, 1911.	Number of public schools.	SCHOOL CENSUS DATA, SEPT. 1, 1911.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
79	Montague, . . .	6,866	\$4,289,356	33	1,187	876
80	Hudson, . . .	6,743	3,974,568	21	1,067	775
81	Spencer, . . .	6,740	3,530,915	23	1,112	789
82	Concord, . . .	6,421	7,722,011	21	931	687
83	Maynard, . . .	6,390	3,982,805	22	890	610
84	Stoughton, . . .	6,316	3,649,060	23	1,134	788
85	Swampscott, . . .	6,204	11,822,017	25	917	641
86	Great Barrington, . . .	5,926	6,273,195	32	1,039	767
87	Reading, . . .	5,818	6,343,567	25	998	743
88	Ipswich, . . .	5,777	5,643,858	23	844	569
89	Grafton, . . .	5,705	2,860,275	21	906	638
90	Winchendon, . . .	5,678	4,149,710	29	1,080	891
91	Blackstone, . . .	5,648	2,361,374	26	1,183	950
92	Franklin, . . .	5,641	4,328,490	23	952	752
93	Belmont, . . .	5,542	6,892,580	25	953	681
94	North Andover, . . .	5,529	5,407,905	27	921	716
95	Abington, . . .	5,455	3,279,823	20	754	576
96	Westborough, . . .	5,446	3,277,624	15	640	468
97	Wellesley, . . .	5,413	16,738,710	28	756	618
98	Orange, . . .	5,282	4,050,480	24	879	592
99	Mansfield, . . .	5,183	4,493,937	22	881	626
100	Easton, . . .	5,139	5,989,369	27	942	688
101	Fairhaven, . . .	5,122	3,774,518	21	989	710
102	Amherst, . . .	5,112	4,149,435	20	842	608
103	Needham, . . .	5,026	6,923,436	30	939	649
104	Chelmsford, . . .	5,010	4,220,425	30	943	657
	Totals, . . .	653,322	\$679,354,966	2,571	112,588	82,238

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
1,155	9	127	733	1,075	1,009	94	67
1,049	—	130	725	974	937	96	75
872	17	106	530	709	665	94	38
1,149	—	242	637	1,068	994	93	53
940	—	50	569	967	1,025	96	42
1,075	1	111	605	921	844	91	35
1,196	3	145	714	1,124	1,070	95	93
1,208	—	156	782	1,109	1,050	95	56
1,210	4	203	864	1,089	1,034	92	76
833	—	86	561	777	767	96	34
845	—	69	691	761	716	94	47
1,099	—	109	876	1,024	957	93	27
1,061	—	73	899	1,003	948	94	56
1,104	—	129	723	1,040	975	94	77
1,048	1	134	624	965	886	92	54
995	5	53	707	939	891	95	38
1,030	1	153	595	960	897	93	65
713	5	99	477	651	609	97	37
1,014	37	200	566	947	880	93	70
1,037	2	152	580	948	919	98	71
1,095	4	131	637	964	894	92	52
1,080	39	127	665	987	917	93	80
1,002	2	147	651	879	815	92	45
974	2	171	609	876	809	92	61
1,064	3	123	683	992	926	93	64
951	8	75	634	871	819	94	39
113,014	1,246	13,327	72,387	102,715	96,629	94	5,628

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

	TOWNS.	TEACHERS.					Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.	
		Men.	Women.	In elementary schools.	In high schools.		
79	Montague,	5	36	1	7	24	9-1
80	Hudson,	3	26	-	7	13	9-4
81	Spencer,	3	25	-	3	7	9-6
82	Concord,	5	33	2	12	16	9-14
83	Maynard,	1	25	-	4	21	9-3
84	Stoughton,	1	26	-	4	8	9-4
85	Swampscott,	1	34	-	7	14	9-2
86	Great Barrington,	4	39	1	7	14	9-4
87	Reading,	2	36	-	11	21	8-8
88	Ipswich,	2	26	1	6	6	9-4
89	Grafton,	2	26	-	5	18	8-18
90	Winchendon,	2	36	-	6	21	9-2
91	Blackstone,	1	33	-	3	-	9-15
92	Franklin,	2	29	-	4	13	9-10
93	Belmont,	4	28	3	6	16	9-6
94	North Andover,	1	32	1	5	20	9-4
95	Abington,	4	26	-	8	20	9-1
96	Westborough,	2	17	-	3	9	8-13
97	Wellesley,	6	35	-	9	25	9-1
98	Orange,	2	28	-	7	15	8-18
99	Mansfield,	2	26	-	5	12	9-14
100	Easton,	2	38	-	4	14	9-8
101	Fairhaven,	5	30	2	10	21	9-11
102	Amherst,	3	23	-	6	13	9-9
103	Needham,	3	33	2	7	13	9-7
104	Chelmsford,	3	31	2	5	24	9-7
	Totals,	292	3,140	75	525	1,704	9-8

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	9-14	7	110	95	28	32	14	10
1	9-9	8	125	117	41	40	15	19
1	9-17	4	46	52	11	18	9	7
1	9-15	12	139	172	38	51	18	28
1	9-12	4	20	40	9	16	3	8
1	9-15	5	34	81	16	20	4	10
1	9-2	8	86	109	27	29	8	11
1	9-9	8	93	109	32	34	6	10
1	9-4	12	161	155	61	38	21	31
1	9-12	6	66	83	21	38	7	6
1	8-19	5	60	61	22	23	10	6
1	9-14	6	64	73	18	22	7	17
1	9-15	3	42	50	20	24	2	12
1	9-10	7	71	111	27	33	7	10
1	9-6	7	70	96	22	29	7	7
1	9-10	5	29	52	12	22	3	7
1	9-8	9	101	129	17	26	9	14
1	9-11	4	42	52	10	18	2	9
1	9-15	8	85	112	41	23	6	22
1	9-18	7	96	116	32	42	14	16
1	9-12	6	57	85	20	20	5	20
1	9-13	5	63	73	29	26	1	16
1	9-15	11	74	90	39	32	11	12
1	9-14	6	93	94	25	28	15	13
1	9-16	7	59	85	16	26	11	18
2	9-16	4	21	45	10	15	2	7
72	9-10	619	7,071	8,715	2,598	2,874	831	1,356

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.			
		SCHOOL COMMITTEE.		SUPERINTENDENCE OF SCHOOLS AND ENFORCEMENT OF LAW.	
		Salaries.	Other expenses.	Salaries.	Other expenses.
79	Montague,	-	-	\$1,800 00	\$52 25
80	Hudson,	-	\$98 50	1,500 00	74 08
81	Spencer,	-	-	1,600 00	117 39
82	Concord,	-	211 58	1,345 77	353 39
83	Maynard,	\$246 25	6 56	1,019 95	240 44
84	Stoughton,	350 00	60 00	720 00	-
85	Swampscott,	195 00	278 62	1,075 00	117 46
86	Great Barrington,	-	58 26	1,800 00	63 61
87	Reading,	-	-	800 00	37 52
88	Ipswich,	-	356 42	600 00	80 00
89	Grafton,	200 00	23 04	1,350 00	45 24
90	Winchendon,	45 00	52 88	1,411 78	278 82
91	Blackstone,	-	-	888 88	-
92	Franklin,	50 00	-	1,155 00	25 00
93	Belmont,	10 00	96 12	1,759 12	45 64
94	North Andover,	-	30 00	800 00	100 00
95	Abington,	300 00	193 91	1,150 00	75 20
96	Westborough,	-	50 21	650 00	51 08
97	Wellesley,	-	116 85	2,500 00	88 72
98	Orange,	25 00	116 83	1,700 00	174 37
99	Mansfield,	470 00	88 90	720 00	112 75
100	Easton,	-	47 79	1,600 00	157 30
101	Fairhaven,	144 00	35 50	1,562 21	101 24
102	Amherst,	150 00	45 35	1,700 00	58 60
103	Needham,	-	51 25	2,200 00	135 07
104	Chelmsford,	275 00	115 22	1,486 66	25 00
	Totals,	\$8,512 71	\$13,693 78	\$123,795 55	\$12,988 75

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

SUPERVISORS.		Principals' salaries.	Teachers' salaries.	Text-books.	Stationery, supplies and miscellaneous.
Salaries.	Other expenses.				
\$1,450 00	—	\$1,400 00	\$20,247 28	\$902 80	\$923 98
1,109 50	—	3,426 00	13,784 75	893 14	1,245 05
—	—	4,260 50	11,311 89	607 74	432 00
1,349 25	\$755 69	4,200 00	24,439 39	1,357 93	1,562 92
550 00	93 62	3,531 55	11,452 09	194 98	1,311 72
25 00	—	3,197 00	10,985 50	350 50	1,023 39
1,200 00	—	4,200 00	20,430 75	1,465 60	1,456 06
—	22 50	—	22,767 93	779 24	722 06
2,040 20	—	5,700 00	17,328 00	1,051 48	1,658 97
—	—	2,800 00	12,678 45	1,541 76	735 24
766 95	37 00	4,114 50	8,742 08	311 30	503 82
—	—	4,946 00	16,077 83	686 39	867 37
—	—	2,230 00	12,918 03	250 00	350 00
400 00	—	3,389 90	13,076 20	563 21	2,511 21
975 00	—	5,325 00	18,518 75	1,274 16	1,205 95
—	—	4,100 00	16,459 25	620 80	1,280 78
—	—	3,540 00	17,920 00	1,540 60	454 79
360 75	—	1,200 00	10,041 96	369 19	333 03
1,400 00	11 19	6,057 50	24,160 00	1,086 02	1,820 02
817 50	—	3,254 16	12,378 95	1,168 84	873 77
521 00	—	4,020 00	12,694 75	835 90	1,331 34
367 96	—	1,400 00	19,869 36	1,047 21	1,301 31
962 50	—	4,700 00	20,724 70	520 81	2,332 22
—	—	3,525 00	12,785 81	711 80	593 13
1,175 00	—	5,132 40	17,233 75	2,280 14	1,429 50
909 00	68 00	2,160 00	15,029 00	1,080 73	802 91
\$67,872 66	\$1,446 63	\$348,632 08	\$1,821,573 99	\$97,870 88	\$123,927 23

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.		
		Janitors' service.	Fuel.	Miscellaneous expenses of operation.
79	Montague,	\$2,150 00	\$3,081 26	\$1,250 49
80	Hudson,	1,946 05	2,481 79	685 38
81	Spencer,	2,433 87	2,185 49	—
82	Concord,	1,926 46	2,649 42	941 25
83	Maynard,	1,872 00	1,228 21	138 95
84	Stoughton,	1,728 40	1,433 27	497 59
85	Swampscott,	3,326 00	2,772 93	496 64
86	Great Barrington,	2,772 75	2,547 38	611 53
87	Reading,	3,090 00	2,998 45	1,184 07
88	Ipswich,	1,509 00	1,063 10	140 15
89	Grafton,	1,909 83	1,587 75	322 26
90	Winchendon,	3,337 35	2,382 46	348 07
91	Blackstone,	1,033 50	1,100 00	25 00
92	Franklin,	2,701 50	2,641 84	—
93	Belmont,	2,666 67	2,097 22	478 75
94	North Andover,	2,254 50	1,980 57	1,120 80
95	Abington,	2,450 92	999 89	203 32
96	Westborough,	1,200 00	57 00	262 33
97	Wellesley,	4,573 00	3,857 52	1,495 93
98	Orange,	2,011 43	1,388 23	336 32
99	Mansfield,	1,730 98	1,083 41	300 45
100	Easton,	1,869 15	1,653 97	483 55
101	Fairhaven,	4,680 00	2,478 40	2,325 05
102	Amherst,	1,038 15	1,586 38	1,295 64
103	Needham,	3,241 31	2,434 16	341 75
104	Chelmsford,	2,250 50	2,060 88	—
	Totals,	\$248,681 99	\$189,104 99	\$47,823 88

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

Repairs, replacement and upkeep.	Libraries.	Promotion of health.	Transportation.	Miscellaneous expenses.	Total expenditure for the support of public schools, being the total of the eighteen preceding columns.
\$1,829 33	-	\$219 50	\$3,266 81	\$495 26	\$39,068 96
1,230 35	\$42 50	203 50	844 81	176 87	29,742 27
1,501 59	-	39 50	1,060 78	1,532 89	27,083 64
1,212 94	14 80	375 44	3,821 00	567 24	47,084 47
330 10	-	87 50	333 00	688 70	23,325 62
1,279 46	-	108 33	230 45	208 14	22,197 03
1,010 17	6 30	216 75	299 00	1,031 75	39,578 03
850 34	-	50 00	1,899 15	824 57	35,769 32
1,229 96	-	200 00	720 00	-	38,038 65
1,999 92	-	288 17	1,011 50	-	24,803 71
786 17	-	100 00	3,447 57	-	24,247 51
1,221 14	-	73 50	1,443 15	1,095 22	34,266 96
600 00	-	-	-	-	19,395 41
1,094 51	14 65	210 25	2,030 00	50 54	29,913 81
627 78	-	122 90	125 00	178 68	35,506 74
1,283 73	-	150 00	180 00	480 01	30,840 44
1,849 11	-	-	1,100 00	677 77	32,455 51
485 55	-	112 00	2,250 28	264 79	17,688 17
3,427 08	-	100 00	1,328 04	869 65	52,891 52
438 03	-	64 30	3,185 60	-	27,933 33
551 56	-	300 00	786 94	94 07	25,642 05
1,373 85	81 59	304 90	2,527 85	89 56	34,180 35
1,728 20	-	159 50	1,570 50	-	44,024 83
877 88	-	125 00	1,133 66	161 90	25,788 30
5,044 43	-	200 00	733 45	630 20	42,262 41
1,267 23	-	432 00	1,886 90	593 21	30,442 24
\$139,854 78	\$662 36	\$21,487 80	\$91,092 48	\$52,104 49	\$3,411,127 03

GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR OUTLAY.		
		New grounds, buildings and alterations.	New equipment.	Total expenditure for outlay, being the total of the two preceding columns.
79	Montague,	-	\$130 00	\$130 00
80	Hudson,	\$1,166 23	83 20	1,249 43
81	Spencer,	-	-	-
82	Concord,	728 87	720 09	1,448 96
83	Maynard,	-	317 81	317 81
84	Stoughton,	-	-	-
85	Swampscott,	45,866 94	1,163 82	47,030 76
86	Great Barrington,	-	-	-
87	Reading,	900 00	-	900 00
88	Ipswich,	-	-	-
89	Grafton,	-	-	-
90	Winchendon,	-	-	-
91	Blackstone,	-	-	-
92	Franklin,	2,346 05	100 00	2,446 05
93	Belmont,	4,479 12	958 57	5,437 69
94	North Andover,	23,837 23	1,548 80	25,386 03
95	Abington,	-	-	-
96	Westborough,	273 75	121 97	395 72
97	Wellesley,	-	-	-
98	Orange,	-	-	-
99	Mansfield,	58,564 20	3,475 60	62,039 80
100	Easton,	-	198 35	198 35
101	Fairhaven,	-	7 50	7 50
102	Amherst,	-	644 43	644 43
103	Needham,	1,474 00	33 20	1,507 20
104	Chelmsford,	11,559 26	505 67	12,064 93
	Totals,	\$573,227 79	\$36,747 75	\$609,975 54

SCHOOL RETURNS.

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GROUP II. TOWNS. POPULATION 5,000 OR OVER. — 1911-12 — *Con.*

EXPENDITURES FOR SUPPORT OF PUBLIC SCHOOLS.			Voluntary contributions.	Town's share of State School Fund income paid Jan. 25, 1912.	Unexpended balance of State School Fund income on July 1, 1912.
From local taxation.	From other sources.	Expenditures for high school support.			
\$38,264 60	\$804 36	\$8,375 00	-	-	-
29,114 02	628 25	9,337 83	\$77 71	-	-
25,665 64	1,418 00	5,274 90	16 50	-	-
39,451 96	7,632 51	18,686 85	-	-	-
23,325 62	-	4,754 77	-	-	-
22,043 53	153 50	3,674 99	-	-	-
39,578 03	-	10,687 58	-	-	-
34,711 32	1,058 00	9,224 94	-	-	-
36,000 00	2,038 65	14,463 81	-	-	-
24,067 71	736 00	4,900 82	197 70	-	-
23,310 01	937 50	6,427 58	-	-	-
25,528 42	8,738 54	8,738 54	-	-	-
17,750 00	1,645 41	2,740 00	-	\$1,084 47	-
28,557 07	1,356 74	7,289 85	-	-	-
35,271 50	235 24	10,293 38	-	-	-
30,840 44	-	6,114 16	-	-	-
31,491 01	964 50	11,350 25	-	-	-
17,445 17	243 00	4,585 87	-	-	-
52,690 52	201 00	14,149 23	-	-	-
27,933 33	-	7,697 19	-	-	-
25,489 55	152 50	7,191 92	-	-	-
29,709 73	4,470 62	9,408 50	-	-	-
20,379 63	23,645 20	22,632 81	-	-	-
23,268 77	2,519 53	7,991 04	-	-	-
41,575 16	687 25	9,429 77	-	-	-
30,220 99	221 25	4,376 78	35 00	-	-
\$3,292,822 27	\$118,304 76	\$809,572 56	\$1,730 66	\$1,084 47	-

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12.

	TOWNS.	Population—United States Census of 1910.	Valuation — April 1, 1911.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1911.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
105	Hingham, . . .	4,965	\$7,852,485	20	742	537
106	Ludlow, . . .	4,948	4,108,563	25	926	655
107	Lexington, . . .	4,918	7,957,260	21	789	553
108	South Hadley, . . .	4,894	3,018,674	24	935	661
109	Walpole, . . .	4,892	5,977,495	22	945	675
110	Canton, . . .	4,797	5,110,975	19	960	786
111	Monson, . . .	4,758	1,927,444	23	647	459
112	Millbury, . . .	4,740	2,808,277	21	918	751
113	Barnstable, . . .	4,676	7,876,470	23	720	589
114	Uxbridge, . . .	4,671	3,164,820	28	866	594
115	Dartmouth, . . .	4,378	4,850,950	25	950	665
116	Provincetown, . . .	4,369	2,203,792	22	772	598
117	Randolph, . . .	4,301	2,583,050	16	766	623
118	Dudley, . . .	4,267	1,917,463	18	871	681
119	Rockport, . . .	4,211	3,660,634	20	772	545
120	Warren, . . .	4,188	2,000,729	14	776	550
121	Lee, . . .	4,106	2,268,618	15	729	565
122	Wareham, . . .	4,102	5,218,695	21	725	550
123	Foxborough, . . .	3,863	2,464,340	16	598	436
124	Templeton, . . .	3,756	1,683,146	17	726	514
125	Tewksbury, . . .	3,750	1,458,167	7	301	241
126	Williamstown, . . .	3,708	3,558,767	25	741	530
127	Dalton, . . .	3,568	4,322,584	21	652	506
128	Hardwick, . . .	3,524	2,934,940	14	525	430
129	Agawam, . . .	3,501	2,087,472	15	581	462
130	Medfield, . . .	3,466	1,623,636	7	231	173
131	Dracut, . . .	3,461	2,477,291	18	666	531
132	East Bridgewater, . . .	3,363	2,243,721	18	597	415
133	Oxford, . . .	3,361	1,994,350	18	683	528
134	Leicester, . . .	3,237	2,440,177	20	603	467
135	Falmouth, . . .	3,144	9,012,207	19	560	430
136	Sutton, . . .	3,078	1,468,310	16	611	464
137	North Brookfield, . . .	3,075	1,774,041	10	554	393
138	Lenox, . . .	3,060	7,662,827	23	653	460
139	Nantucket, . . .	2,962	4,176,884	12	399	293
140	Barre, . . .	2,957	2,277,399	14	557	377
141	Pepperell, . . .	2,953	2,309,486	15	511	362
142	Westport, . . .	2,928	2,162,925	17	537	384
143	Westford, . . .	2,851	2,073,405	15	442	344
144	Holbrook, . . .	2,816	1,495,564	14	470	358
145	Somerset, . . .	2,798	1,508,256	13	568	438
146	Ayer, . . .	2,797	2,227,483	11	434	315
147	Billerica, . . .	2,789	2,564,934	13	523	389
148	Holliston, . . .	2,711	1,979,360	13	464	384
149	Medway, . . .	2,696	1,518,680	13	506	368

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12.

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
926	4	153	570	864	810	94	49
876	5	51	634	745	689	93	13
953	-	168	561	894	836	94	91
1,044	6	95	715	959	896	93	42
1,114	32	98	684	986	908	92	66
757	4	98	434	620	572	93	32
717	3	80	513	632	592	94	36
861	-	63	624	793	749	94	55
810	-	128	545	726	676	92	45
986	1	81	702	865	802	93	37
796	-	36	645	740	679	92	28
852	-	83	588	819	769	94	31
840	5	80	525	775	733	94	74
572	5	19	387	431	391	91	17
832	9	61	558	746	730	98	48
594	3	90	402	558	527	94	29
644	31	102	380	564	514	90	22
764	-	88	504	686	615	90	26
694	1	81	479	621	576	92	34
681	-	65	476	633	588	93	36
276	2	4	210	253	230	91	18
827	-	111	452	733	681	93	47
721	2	93	473	671	633	94	36
421	1	66	268	391	374	96	32
579	-	11	436	516	489	95	15
277	-	42	179	256	239	94	19
602	-	8	421	560	519	93	34
624	-	66	409	604	561	93	29
607	-	51	472	568	536	94	33
646	3	66	526	599	552	93	40
697	16	137	415	595	529	89	35
501	-	17	459	387	352	91	10
426	-	44	312	391	371	95	32
688	6	98	445	612	554	90	40
487	6	71	344	437	427	95	29
497	-	66	353	443	419	94	34
536	-	66	359	502	460	92	35
464	-	12	381	384	346	89	5
481	5	25	356	423	390	93	19
553	-	39	413	499	461	92	32
591	6	36	414	478	436	91	32
500	-	63	304	468	426	91	38
518	-	6	512	464	426	92	24
532	4	57	331	454	418	92	28
577	5	51	344	490	444	91	20

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
105	Hingham,	4	23	2	7	15	10	
106	Ludlow,	1	28	—	2	14	9-10	
107	Lexington,	4	25	2	8	19	9-15	
108	South Hadley,	1	29	—	5	17	9-6	
109	Walpole,	4	29	1	5	17	9-12	
110	Canton,	1	20	1	3	10	9-11	
111	Monson,	5	26	—	8	10	9-3	
112	Millbury,	2	22	1	4	18	9	
113	Barnstable,	8	23	2	6	18	8-18	
114	Uxbridge,	1	30	—	3	10	8-17	
115	Dartmouth,	3	25	—	2	16	8-16	
116	Provincetown,	2	23	—	2	12	9-4	
117	Randolph,	3	17	—	4	5	9-6	
118	Dudley,	2	17	—	2	8	9-2	
119	Rockport,	1	25	—	3	12	8-18	
120	Warren,	2	18	—	3	7	9-1	
121	Lee,	1	19	1	4	8	9-4	
122	Wareham,	1	24	—	3	9	8-16	
123	Foxborough,	1	20	—	3	7	9	
124	Templeton,	1	19	—	3	7	9	
125	Tewksbury,	—	7	—	—	5	9-12	
126	Williamstown,	6	27	—	4	14	8-18	
127	Dalton,	1	26	1	4	14	9-6	
128	Hardwick,	2	17	2	4	8	9-9	
129	Agawam,	—	15	—	—	10	9-5	
130	Medfield,	1	8	1	2	4	9-12	
131	Dracut,	—	20	—	—	17	9-13	
132	East Bridgewater,	2	18	—	2	10	8-15	
133	Oxford,	1	20	—	4	15	8-19	
134	Leicester,	2	22	2	5	9	8-19	
135	Falmouth,	3	20	—	4	10	8-13	
136	Sutton,	1	16	—	2	4	9	
137	North Brookfield,	1	12	—	4	5	9-3	
138	Lenox,	1	27	—	3	25	9-11	
139	Nantucket,	1	17	—	1	7	9-10	
140	Barre,	1	16	—	3	7	9-8	
141	Pepperell,	1	20	—	3	16	9-6	
142	Westport,	1	16	—	—	3	8-19	
143	Westford,	1	17	1	3	8	8-16	
144	Holbrook,	1	15	—	2	10	9-2	
145	Somerset,	1	17	—	2	3	9-1	
146	Ayer,	1	13	—	3	6	9-2	
147	Billerica,	1	12	2	3	6	9-2	
148	Holliston,	1	14	—	3	8	8-12	
149	Medway,	1	14	—	3	8	8-14	

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	10	7	84	106	39	40	11	19
1	9-9	3	16	32	8	11	-	8
1	9-15	9	105	89	27	34	9	20
1	9-14	5	42	66	17	27	10	9
1	9-16	6	68	86	35	25	6	15
1	9-9	4	37	78	18	36	3	9
1 ¹	9-16	8	43	32	12	13	8	6
1	9-13	4	52	57	29	20	5	10
2	9-18	6	50	69	28	17	7	15
1	9-15	3	47	53	19	21	4	10
3	9-14	5	11	22	5	11	5	11
1	10	3	39	47	18	6	5	12
1	9-8	5	53	88	22	27	6	15
1	9-12	2	9	10	2	-	1	-
1	9-14	5	22	56	15	22	1	6
1	9-11	6	51	82	23	34	6	11
1	9-7	4	30	57	15	21	3	5
1	9-15	5	50	54	17	11	5	7
1	9-17	4	37	45	17	14	5	8
1	9-12	4	36	54	9	20	2	2
-	-	-	-	-	-	-	-	-
1	9-6	4	64	90	22	22	2	13
1	9-15	4	41	50	17	32	2	7
1	9-18	5	38	44	13	17	5	3
-	-	-	-	-	-	-	-	-
1	9-14	3	15	26	4	7	3	4
-	-	-	-	-	-	-	-	-
1	9-10	3	35	32	17	14	7	3
1	9-17	4	24	52	8	21	6	9
1	10	5	35	49	15	19	3	8
1	9-12	5	54	60	19	17	5	5
1	10	2	9	22	2	2	-	4
1	9-18	4	42	53	11	18	4	11
1	9-11	4	33	47	16	9	3	9
1	9-10	4	29	64	13	16	1	6
1	9-17	4	33	43	10	15	3	6
1	9-6	4	47	58	18	22	4	9
1	9-14	1	2	4	2	2	-	1
1 ²	9-15	3	16	34	6	11	4	7
1	9-8	3	37	47	22	11	-	-
1	10	2	18	28	8	14	3	4
1	9-17	4	32	49	10	14	5	9
1 ³	9-14	3	26	22	10	8	1	7
1	9-17	3	31	32	15	13	1	6
1	9-9	3	30	38	13	13	6	5

¹ Monson Academy.² Westford Academy.³ Howe Academy.

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.			
		SCHOOL COMMITTEE.		SUPERINTENDENCE OF SCHOOLS AND ENFORCEMENT OF LAW.	
		Salaries.	Other expenses.	Salaries.	Other expenses.
105	Hingham,	\$75 00	\$2 63	\$1,427 00	\$42 49
106	Ludlow,	233 50	117 26	1,068 48	189 68
107	Lexington,	—	—	500 00	724 11
108	South Hadley,	—	142 37	1,396 44	32 92
109	Walpole,	—	75 00	2,100 00	26 70
110	Canton,	25 00	48 00	1,800 00	25 00
111	Monson,	135 00	4 26	1,260 00	25 14
112	Millbury,	150 00	87 56	1,305 00	73 55
113	Barnstable,	—	132 16	1,791 66	—
114	Uxbridge,	50 00	—	960 00	25 00
115	Dartmouth,	300 00	195 94	1,676 50	273 95
116	Provincetown,	150 00	—	1,115 16	—
117	Randolph,	300 00	25 00	600 00	54 19
118	Dudley,	80 00	84 75	700 00	64 10
119	Rockport,	—	51 00	1,400 00	80 25
120	Warren,	—	27 70	1,321 26	35 76
121	Lee,	350 00	20 00	720 00	—
122	Wareham,	133 75	161 88	998 75	67 74
123	Foxborough,	175 00	112 54	762 25	63 33
124	Templeton,	125 00	1 86	853 50	21 98
125	Tewksbury,	62 50	6 16	452 00	20 50
126	Williamstown,	80 00	111 19	1,200 00	101 86
127	Dalton,	325 00	60 69	1,200 00	79 95
128	Hardwick,	100 00	22 86	720 00	49 45
129	Agawam,	155 00	26 25	631 56	80 40
130	Medfield,	105 00	11 28	450 00	11 95
131	Dracut,	50 00	23 60	967 20	31 30
132	East Bridgewater,	40 35	33 73	1,193 34	84 17
133	Oxford,	—	97 45	885 88	7 50
134	Leicester,	152 50	—	750 00	33 50
135	Falmouth,	—	326 92	1,600 00	59 35
136	Sutton,	150 00	25 00	750 00	45 00
137	North Brookfield,	50 00	—	850 00	—
138	Lenox,	200 00	40 00	1,700 00	87 90
139	Nantucket,	100 00	96 60	1,100 00	31 00
140	Barre,	—	30 00	720 00	61 51
141	Pepperell,	150 00	61 70	964 67	19 50
142	Westport,	190 00	100 53	1,080 00	180 64
143	Westford,	—	—	850 00	17 38
144	Holbrook,	140 00	16 90	500 00	18 38
145	Somerset,	84 00	28 00	350 00	15 00
146	Ayer,	—	27 00	800 00	18 44
147	Billerica,	180 00	—	800 00	—
148	Holliston,	60 00	20 00	684 00	—
149	Medway,	30 00	10 00	684 00	—

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

SUPERVISORS.		Principals' salaries.	Teachers' salaries.	Text-books.	Stationery, supplies and miscellaneous.
Salaries.	Other expenses.				
\$1,200 00	-	\$4,600 00	\$14,920 00	\$978 55	\$741 74
-	-	2,850 00	13,792 90	302 99	761 26
-	-	4,850 00	19,643 00	1,027 43	3,037 79
1,229 12	-	2,471 85	11,337 64	1,126 48	730 83
1,125 00	-	4,280 00	14,489 07	1,050 21	2,088 41
1,174 00	-	3,420 00	11,517 07	1,571 02	1,502 12
508 00	\$72 00	-	9,815 90	442 33	260 19
-	-	3,325 00	9,701 55	781 63	687 21
-	-	7,090 00	11,491 57	1,262 50	600 21
-	-	3,650 00	9,598 44	1,400 91	1,658 65
375 00	-	2,699 75	12,842 35	603 67	503 55
380 00	-	3,736 00	6,260 00	650 00	650 00
372 44	-	3,399 90	8,427 19	1,051 07	424 95
-	-	5,130 00	4,092 00	333 66	927 98
600 00	2 98	2,030 00	9,572 55	722 62	595 31
660 00	-	2,472 38	7,765 13	599 03	856 75
-	-	2,150 00	8,389 50	900 00	266 00
-	-	1,300 00	12,041 00	1,506 95	-
-	-	2,503 78	8,197 20	540 04	844 29
295 00	-	-	8,351 21	328 62	535 90
378 00	-	609 00	2,518 50	77 14	322 18
400 00	-	3,181 00	10,948 50	958 09	568 63
1,343 50	-	2,554 20	10,430 00	1,115 84	790 75
-	-	2,123 04	7,503 06	277 92	724 33
572 00	-	1,665 00	5,078 00	212 74	377 31
-	-	1,100 00	4,401 47	288 27	371 34
700 00	-	2,357 00	7,250 20	327 57	652 79
300 00	-	2,100 00	8,036 80	825 77	245 61
675 00	61 20	1,725 25	8,130 50	819 98	641 05
720 00	-	4,013 00	6,678 66	600 04	540 15
-	-	4,178 00	10,333 00	619 51	772 95
-	-	1,416 50	5,654 60	268 90	189 72
-	-	1,150 00	6,210 00	450 25	347 73
752 00	8 15	2,900 00	13,949 50	1,029 39	816 55
-	-	1,300 00	7,665 00	534 72	349 90
-	-	1,500 00	8,840 00	444 61	1,479 87
758 00	1 50	2,401 98	8,168 26	596 68	527 12
-	-	-	7,169 00	54 64	448 35
-	-	2,712 00	5,880 00	513 60	161 90
206 31	12 70	1,676 00	6,331 29	398 54	797 08
-	-	-	7,406 00	430 77	330 90
475 00	-	1,794 00	5,993 00	428 06	510 72
1,000 00	-	1,800 00	5,630 00	283 13	952 19
400 00	-	1,600 00	5,382 94	374 23	216 07
350 00	-	1,600 00	5,247 50	359 39	436 29

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.		
		Janitors' service.	Fuel.	Miscellaneous expenses of operation.
105	Hingham,	\$2,942 50	\$1,896 22	\$82 58
106	Ludlow,	2,028 90	2,612 53	800 91
107	Lexington,	3,067 88	1,988 84	287 84
108	South Hadley,	1,897 36	2,023 90	650 58
109	Walpole,	2,553 33	2,092 58	408 44
110	Canton,	3,208 11	1,485 54	404 02
111	Monson,	819 77	577 01	67 22
112	Millbury,	1,501 57	1,388 50	302 52
113	Barnstable,	1,927 50	1,629 19	141 22
114	Uxbridge,	1,478 85	2,013 54	397 82
115	Dartmouth,	1,981 92	1,484 79	80
116	Provincetown,	1,034 00	1,500 60	175 00
117	Randolph,	1,395 50	1,435 13	527 23
118	Dudley,	994 00	1,204 15	50 01
119	Rockport,	1,391 98	1,623 58	48 21
120	Warren,	1,325 00	1,004 23	360 71
121	Lee,	1,135 10	1,186 34	85 00
122	Wareham,	1,733 00	1,657 63	-
123	Foxborough,	1,423 85	459 64	203 12
124	Templeton,	649 14	534 57	3 25
125	Tewksbury,	569 30	462 39	82 00
126	Williamstown,	1,904 15	2,212 86	263 36
127	Dalton,	1,845 00	1,401 42	529 54
128	Hardwick,	1,174 40	1,275 07	-
129	Agawam,	799 40	476 24	12 51
130	Medfield,	608 00	34 75	212 21
131	Dracut,	1,781 95	382 52	65 36
132	East Bridgewater,	929 70	1,198 77	134 29
133	Oxford,	1,271 70	1,816 21	205 33
134	Leicester,	1,632 74	1,535 39	178 27
135	Falmouth,	2,264 45	1,529 41	740 42
136	Sutton,	775 50	914 06	-
137	North Brookfield,	645 00	550 00	-
138	Lenox,	2,944 25	3,442 67	684 29
139	Nantucket,	653 86	862 85	102 35
140	Barre,	1,056 78	1,395 50	146 46
141	Pepperell,	1,308 33	654 58	398 68
142	Westport,	764 97	495 84	-
143	Westford,	981 50	945 35	834 94
144	Holbrook,	1,053 95	258 43	37 00
145	Somerset,	673 34	476 72	5 50
146	Ayer,	884 00	924 95	74 39
147	Billerica,	1,224 00	995 45	14 46
148	Holliston,	507 50	779 88	109 73
149	Medway,	500 00	248 76	211 62

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

Repairs, replacement and upkeep.	Libraries.	Promotion of health.	Transportation.	Miscellaneous expenses.	Total expenditure for the support of public schools, being the total of the eighteen preceding columns.
\$1,801 40	-	\$200 00	\$1,361 00	\$1,020 39	\$33,291 50
218 96	-	100 00	2,918 45	428 45	28,424 27
3,252 19	-	204 01	2,560 16	353 23	41,496 48
1,172 39	-	135 00	2,087 50	142 82	26,577 20
1,518 50	-	200 00	2,390 00	658 42	35,055 66
946 16	\$4 49	891 51	367 50	154 14	28,543 68
768 11	-	150 00	331 90	3,856 40	19,093 23
2,221 88	74 00	200 00	745 00	1,148 97	23,693 94
2,366 71	-	150 00	4,629 49	-	33,212 21
1,159 05	-	9 00	322 00	245 73	22,968 99
1,440 56	95	209 50	2,925 75	1,325 43	28,840 41
1,065 00	-	66 00	-	-	16,781 16
508 99	-	100 00	320 00	-	18,941 59
919 17	-	145 50	-	904 00	15,629 32
1,576 79	-	73 96	-	234 42	20,003 65
403 38	23 27	150 00	3,169 10	191 75	20,365 45
242 70	-	75 00	1,098 50	420 00	17,038 14
918 23	-	150 00	1,903 00	551 54	23,123 47
732 22	-	128 50	1,007 75	32 75	17,186 26
1,336 93	-	-	1,568 75	80 28	14,685 99
1,471 69	-	101 58	1,004 00	2,244 65	10,381 59
2,877 63	-	200 00	114 00	344 56	25,465 83
5,003 20	-	213 40	150 00	758 90	27,801 39
1,300 00	100 00	126 00	2,534 53	695 16	18,725 82
448 80	-	100 00	613 98	2,446 25	13,695 44
140 36	-	-	250 20	50 11	8,034 94
544 46	-	110 00	915 00	3,344 51	19,503 46
550 85	-	77 15	792 00	535 36	17,077 89
798 08	67 25	104 50	1,023 00	84 30	18,414 18
466 83	-	75 00	1,590 25	418 79	19,385 12
2,089 21	-	250 00	3,611 76	-	28,374 98
685 72	-	100 00	432 00	265 93	11,672 93
948 30	-	50 00	1,667 00	218 36	13,136 64
1,453 09	-	215 75	628 30	-	30,851 84
665 11	-	100 00	46 00	47 21	13,654 60
386 30	-	81 00	896 61	284 35	17,322 99
525 03	-	100 00	1,385 00	244 94	18,265 97
681 76	-	100 00	1,273 30	664 25	13,209 28
1,157 72	-	70 00	2,259 20	-	16,383 59
472 46	15 50	2 93	8 70	18 75	11,964 92
311 95	-	50 00	425 00	525 00	11,112 18
781 07	-	100 00	87 50	228 11	13,126 24
494 19	-	100 00	1,519 00	45 40	15,037 82
648 86	-	25 00	1,373 00	101 31	12,282 52
326 70	-	75 00	1,655 50	336 34	12,071 10

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR OUTLAY.		
		New grounds, buildings and alterations.	New equipment.	Total expenditure for outlay, being the total of the two preceding columns.
105	Hingham,	\$5,774 42	-	\$5,774 42
106	Ludlow,	109 21	\$184 15	293 36
107	Lexington,	-	-	-
108	South Hadley,	-	171 79	171 79
109	Walpole,	-	-	-
110	Canton,	4,759 87	6,677 33	11,437 20
111	Monson,	-	366 40	366 40
112	Millbury,	-	1,633 45	1,633 45
113	Barnstable,	-	-	-
114	Uxbridge,	-	-	-
115	Dartmouth,	-	-	-
116	Provincetown,	1,007 00	-	1,007 00
117	Randolph,	1,694 71	-	1,694 71
118	Dudley,	1,801 14	25 50	1,826 64
119	Rockport,	-	449 50	449 50
120	Warren,	154 50	-	154 50
121	Lee,	-	-	-
122	Wareham,	2,480 65	-	2,480 65
123	Foxborough,	32 00	550 60	582 60
124	Templeton,	-	41 70	41 70
125	Tewksbury,	2,250 00	-	2,250 00
126	Williamstown,	-	-	-
127	Dalton,	-	277 30	277 30
128	Hardwick,	-	-	-
129	Agawam,	20,000 00	-	20,000 00
130	Medfield,	-	-	-
131	Dracut,	2,777 97	275 00	3,052 97
132	East Bridgewater,	-	76 30	76 30
133	Oxford,	191 14	285 50	476 64
134	Leicester,	649 43	-	649 43
135	Falmouth,	7,342 32	-	7,342 32
136	Sutton,	-	-	-
137	North Brookfield,	-	200 00	200 00
138	Lenox,	2,400 00	944 38	3,344 38
139	Nantucket,	110 00	369 80	479 80
140	Barre,	19,225 00	975 00	20,200 00
141	Pepperell,	-	-	-
142	Westport,	1,554 75	-	1,554 75
143	Westford,	-	-	-
144	Holbrook,	-	136 40	136 40
145	Somerset,	500 00	124 77	624 77
146	Ayer,	-	54 05	54 05
147	Billerica,	-	-	-
148	Holliston,	-	-	-
149	Medway,	50 00	-	50 00

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

EXPENDITURES FOR SUPPORT OF PUBLIC SCHOOLS.			Voluntary contributions.	Town's share of State School Fund income paid Jan. 25, 1912.	Unexpended balance of State School Fund income on July 1, 1912.
From local taxation.	From other sources.	Expenditures for high school support.			
\$32,587 78	\$703 72	\$10,527 32	\$200 00	-	-
26,729 58	1,694 69	5,596 15	-	-	-
40,922 98	573 50	14,765 24	-	-	-
25,440 15	1,137 05	5,114 47	-	-	-
34,356 43	699 23	8,344 08	700 00	-	-
28,336 68	207 00	7,316 93	-	-	-
16,491 24	2,601 99	3,847 99	170 00	\$1,159 47	-
21,468 71	2,225 23	5,251 81	-	1,084 47	\$2 29
32,496 89	715 32	9,601 90	-	-	-
20,649 95	2,319 04	5,477 82	-	-	-
28,177 50	662 91	4,018 26	30 00	-	-
15,033 97	1,747 19	2,916 50	-	832 10	-
17,163 99	1,777 60	5,652 03	-	832 10	-
13,475 89	2,153 43	2,075 56	-	1,159 47	-
20,003 65	-	4,632 83	20 00	-	-
17,377 70	2,987 75	6,779 26	-	1,159 47	-
15,074 41	1,963 73	4,219 70	-	832 10	-
22,737 47	386 00	7,117 03	50 00	-	-
15,345 47	1,840 79	4,147 36	49 90	832 11	-
12,662 39	2,023 60	4,449 23	-	907 10	-
8,028 57	2,353 02	-	108 00	907 10	-
24,953 83	512 00	6,107 45	-	-	-
27,348 50	452 89	5,551 06	-	-	-
16,678 56	2,047 26	5,697 00	10 00	1,159 47	-
12,397 87	1,297 57	-	296 89	907 10	93 32
6,097 24	1,937 70	2,599 58	210 00	907 10	-
17,592 62	1,910 84	-	95 00	1,084 47	-
15,085 51	1,992 38	3,436 35	-	832 11	62 06
16,458 42	1,955 76	4,757 60	-	1,159 47	125 25
16,472 76	2,912 36	3,964 28	-	832 10	-
27,859 26	515 72	10,387 47	-	-	-
9,585 46	2,087 47	1,528 96	-	1,159 47	-
10,842 94	2,293 70	4,283 86	-	907 10	-
30,851 84	-	9,104 90	-	-	-
13,654 60	-	3,737 63	-	-	-
15,016 31	2,306 68	5,124 23	20 00	1,084 48	-
16,280 50	1,985 47	4,377 19	-	1,084 47	-
11,180 88	2,028 40	1,191 25	-	907 10	907 10
14,708 50	1,675 09	2,917 33	786 33	1,159 47	579 74
10,372 93	1,591 99	2,939 83	-	1,159 47	-
10,495 93	616 25	2,298 86	-	907 10	133 70
11,627 28	1,498 96	4,235 56	-	832 10	92 64
13,660 96	1,376 86	2,897 62	-	-	-
10,363 92	1,918 60	2,540 17	-	907 10	-
9,950 00	2,121 10	2,926 08	-	907 10	-

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	Population—United States Census of 1910.	Valuation — April 1, 1911.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1911.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
150	Manchester, . . .	2,673	\$15,549,026	12	438	321
151	Cohasset, . . .	2,585	9,992,769	11	463	349
152	Norton, . . .	2,544	1,389,450	10	378	263
153	Scituate, . . .	2,482	4,930,580	12	457	344
154	Bourne, . . .	2,474	5,692,550	13	390	279
155	Lancaster, . . .	2,464	4,672,252	12	400	282
156	Hopkinton, . . .	2,452	1,639,133	12	441	368
157	Kingston, . . .	2,445	1,868,940	12	455	354
158	Auburn, . . .	2,420	1,344,000	16	575	446
159	Seekonk, . . .	2,397	1,416,460	12	462	338
160	Wilbraham, . . .	2,332	1,136,659	12	305	217
161	Hanover, . . .	2,326	1,555,538	11	349	256
162	Sharon, . . .	2,310	3,211,168	9	419	304
163	Groveland, . . .	2,253	1,218,345	12	392	290
164	Dighton, . . .	2,235	1,232,685	12	381	274
165	West Bridgewater, . . .	2,231	1,404,527	15	489	345
166	Deerfield, . . .	2,209	2,265,193	14	405	311
167	Wayland, . . .	2,206	2,881,559	11	326	218
168	Brookfield, . . .	2,204	1,366,708	14	364	279
169	Merrimac, . . .	2,202	1,321,996	10	302	221
170	Hopedale, . . .	2,188	4,937,881	12	353	236
171	Groton, . . .	2,155	3,971,639	10	293	209
172	Douglas, . . .	2,152	1,357,009	11	347	287
173	Holden, . . .	2,147	1,713,082	16	432	312
174	Shirley, . . .	2,139	1,229,778	7	356	297
175	Acton, . . .	2,136	2,288,490	11	336	236
176	Williamsburg, . . .	2,132	1,024,615	14	351	276
177	Harwich, . . .	2,115	1,403,826	12	308	224
178	Ashburnham, . . .	2,107	1,053,030	12	342	224
179	Weston, . . .	2,106	7,782,232	11	286	206
180	Hull, . . .	2,103	6,970,033	9	225	164
181	Upton, . . .	2,071	1,141,900	9	296	214
182	Belchertown, . . .	2,054	933,500	15	384	282
183	Charlton, . . .	2,032	1,348,945	15	361	269
184	Avon, . . .	2,013	992,338	10	435	296
185	Rehoboth, . . .	2,001	931,325	15	374	271
186	Hadley, . . .	1,999	1,623,200	13	373	287
187	Hatfield, . . .	1,986	1,614,763	11	347	220
188	Swansea, . . .	1,978	1,666,975	13	353	305
189	Georgetown, . . .	1,958	1,262,740	8	359	258
190	Sturbridge, . . .	1,957	1,101,555	11	318	261
191	Shrewsbury, . . .	1,946	1,925,530	12	296	197
192	Stockbridge, . . .	1,933	4,149,372	11	321	237
193	Dennis, . . .	1,919	1,291,250	12	231	181
194	Wilmington, . . .	1,858	1,605,387	12	393	304

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
528	-	57	408	471	440	94	32
482	-	51	315	467	420	90	31
413	1	32	296	371	346	93	18
513	-	104	321	457	426	93	37
433	-	46	319	379	350	92	16
315	-	32	226	286	271	95	15
459	-	63	332	425	391	94	23
509	2	47	376	452	424	94	16
535	-	7	428	476	422	89	9
479	-	5	393	385	334	87	24
241	1	7	189	212	176	92	14
382	8	33	257	363	334	92	31
401	-	65	258	371	342	92	33
426	1	56	272	418	401	96	29
382	-	3	289	336	305	91	6
486	-	8	350	456	424	93	39
369	1	1	303	364	323	89	34
359	4	48	251	343	328	96	23
371	-	29	246	330	316	96	11
370	-	61	227	341	318	93	32
429	20	47	251	387	363	94	26
346	-	57	216	306	288	94	23
390	-	18	271	322	306	95	11
454	-	60	331	426	389	91	20
204	-	19	166	180	154	86	17
349	-	21	231	326	293	90	35
395	5	19	293	370	342	93	26
333	-	41	235	295	264	89	26
394	4	11	231	293	269	92	9
330	-	56	217	310	295	95	20
246	-	38	184	194	185	95	14
333	1	47	212	298	277	93	24
419	-	50	307	382	351	92	8
377	5	24	311	313	276	88	21
479	-	36	346	424	397	93	35
381	4	5	299	317	288	91	4
385	-	55	244	358	323	90	8
324	-	1	250	298	255	85	12
412	-	5	312	344	305	89	20
293	-	3	230	277	250	90	22
251	-	-	218	227	209	92	-
356	2	39	237	313	285	90	26
325	4	47	209	296	278	94	24
273	-	38	181	248	234	95	24
459	-	34	318	410	376	93	34

BOARD OF EDUCATION.

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
150	Manchester,	3	15	2	6	7	9-11	
151	Cohasset,	1	14	1	5	7	10	
152	Norton,	—	15	—	2	5	9-5	
153	Scituate,	1	14	1	4	1	9-13	
154	Bourne,	3	13	1	3	8	8-10	
155	Lancaster,	2	15	—	3	4	9-6	
156	Hopkinton,	—	14	—	2	4	9-6	
157	Kingston,	1	14	—	3	7	9-4	
158	Auburn,	1	16	1	—	10	8-18	
159	Seekonk,	1	11	—	—	1	8-15	
160	Wilbraham,	—	12	—	—	8	9-10	
161	Hanover,	2	11	1	3	5	9-7	
162	Sharon,	2	10	1	3	7	9-13	
163	Groveland,	1	14	—	3	10	8-16	
164	Dighton,	—	14	—	—	9	8-17	
165	West Bridgewater,	—	15	—	—	11	9-5	
166	Deerfield,	—	15	1	—	8	8-16	
167	Wayland,	2	12	—	4	8	9-10	
168	Brookfield,	1	14	—	1	6	9-3	
169	Merrimac,	1	12	—	4	3	9-3	
170	Hopedale,	1	13	—	2	4	8-18	
171	Groton,	1	12	—	4	3	9	
172	Douglas,	1	10	—	2	3	9	
173	Holden,	3	15	—	3	10	9	
174	Shirley,	1	7	—	2	5	9-10	
175	Acton,	—	12	2	1	6	9-7	
176	Williamsburg,	2	13	—	3	5	9	
177	Harwich,	1	12	—	2	7	8-7	
178	Ashburnham,	—	12	1	1	3	8-14	
179	Weston,	2	12	—	4	5	9-10	
180	Hull,	2	7	—	—	7	9-16	
181	Upton,	1	11	—	3	7	8-11	
182	Belchertown,	3	14	—	3	6	8-4	
183	Charlton,	1	16	—	2	3	8-11	
184	Avon,	1	11	—	2	5	9	
185	Rehoboth,	—	15	—	—	1	8-17	
186	Hadley,	3	13	1	4	4	8-10	
187	Hatfield,	—	11	—	—	8	8-15	
188	Swansea,	1	11	—	—	2	8-16	
189	Georgetown,	—	8	—	—	8	8-14	
190	Sturbridge,	—	11	—	—	—	9-7	
191	Shrewsbury,	1	14	—	2	5	8-16	
192	Stockbridge,	—	15	—	3	7	9-9	
193	Dennis,	4	9	1	2	6	8-19	
194	Wilmington,	1	13	—	2	4	9-6	

¹ Howard Seminary.

² Deerfield Academy and Dickinson High School.

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER of GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	9-14	6	36	51	14	18	4	10
1	10	5	30	46	9	15	4	7
1	9-15	3	19	42	7	15	4	6
1	9-14	4	38	48	14	12	5	10
1	9-5	4	20	26	9	14	1	2
1	9-18	4	17	28	5	16	2	3
1	9-17	3	32	53	14	15	1	6
1	9-16	4	35	49	8	17	6	6
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-13	3	29	34	13	12	2	3
1	9-16	4	32	53	10	10	4	10
1	9-14	4	39	47	10	12	11	16
-	-	-	-	-	-	-	-	-
1 ¹	8-10	6	26	28	8	11	2	3
1 ²	9-7	6	49	44	16	13	7	6
1	10	4	31	33	14	9	6	5
1	9-18	2	13	13	8	7	-	-
1	9-16	4	40	57	19	21	8	8
1	9-17	2	27	23	15	8	1	1
1	9-7	4	40	43	11	10	8	8
1	9-16	2	13	11	8	5	1	1
1	10	3	24	33	11	7	5	4
1	9-17	2	15	14	8	4	-	5
1	9-11	1	16	14	16	14	-	-
1	9-16	2	18	30	11	13	-	3
1	9-15	3	26	27	6	10	3	9
1	9-10	15	27	29	7	9	3	5
1	9-10	4	36	34	7	7	8	5
-	-	-	-	-	-	-	-	-
1	8-19	3	29	37	11	13	3	11
1	9-5	3	26	35	6	10	2	8
1	10	2	7	17	2	-	2	4
1	9-7	3	36	36	18	20	4	3
-	-	-	-	-	-	-	-	-
1 ³	9-15	4	19	34	6	10	6	8
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1 ⁴	10	4	33	51	18	22	2	4
-	10	-	-	-	-	-	-	-
1	9-14	3	7	29	4	9	1	6
1	9-10	4	17	37	5	14	6	2
2	9-16	3	21	23	8	13	5	3
1	9-17	3	27	24	14	14	3	3

¹ Hopkins Academy.⁴ Perley Free School.

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.			
		SCHOOL COMMITTEE.		SUPERINTENDENCE OF SCHOOLS AND ENFORCEMENT OF LAW.	
		Salaries.	Other expenses.	Salaries.	Other expenses.
150	Manchester,	-	\$20 00	\$1,000 00	-
151	Cohasset,	\$50 00	136 37	800 00	\$22 25
152	Norton,	40 00	101 00	513 75	18 88
153	Scituate,	250 00	85 86	566 60	31 00
154	Bourne,	169 00	23 25	723 75	83 22
155	Lancaster,	-	316 35	-	875 00
156	Hopkinton,	-	8 45	910 00	69 39
157	Kingston,	123 00	44 00	660 00	42 35
158	Auburn,	170 00	60 00	750 00	-
159	Seekonk,	100 00	10 00	600 00	-
160	Wilbraham,	152 89	40 50	600 00	13 43
161	Hanover,	130 00	19 45	533 34	4 75
162	Sharon,	45 00	25 03	360 00	-
163	Groveland,	140 00	15 53	600 00	34 06
164	Dighton,	10 00	20 00	640 00	98 08
165	West Bridgewater,	85 00	33 22	316 67	32 21
166	Deerfield,	75 00	16 10	678 70	51 92
167	Wayland,	160 00	25 29	800 00	25 87
168	Brookfield,	145 00	39.78	850 00	41 15
169	Merrimac,	100 00	67 79	650 00	59 07
170	Hopedale,	-	-	606 64	35 79
171	Groton,	-	153 98	250 00	15 00
172	Douglas,	50 00	25 00	649 96	-
173	Holden,	75 00	16 43	845 79	47 80
174	Shirley,	77 50	36 00	416 68	27 75
175	Acton,	75 00	39 92	569 81	15 48
176	Williamsburg,	225 00	-	750 00	12 00
177	Harwich,	135 00	29 90	764 02	71 61
178	Ashburnham,	-	85 57	592 99	-
179	Weston,	450 00	171 01	200 00	-
180	Hull,	215 00	304 91	300 00	23 50
181	Upton,	-	-	450 00	18 10
182	Belchertown,	80 00	7 55	1,080 00	5 70
183	Charlton,	131 25	43 25	750 00	3 00
184	Avon,	100 00	20 50	404 96	41 95
185	Rehoboth,	110 00	-	666 68	-
186	Hadley,	55 00	67 25	589 27	35 40
187	Hatfield,	20 00	24 00	574 11	21 25
188	Swansea,	105 00	20 25	600 00	3 00
189	Georgetown,	-	144 54	450 00	4 75
190	Sturbridge,	76 15	50 50	638 36	8 30
191	Shrewsbury,	165 00	4 65	485 52	20 78
192	Stockbridge,	50 00	54 21	1,500 00	92 90
193	Dennis,	100 00	15 00	757 50	41 44
194	Wilmington,	150 00	2 34	640 00	14 90

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

SUPERVISORS.		Principals' salaries.	Teachers' salaries.	Text-books.	Stationery, supplies and miscellaneous.
Salaries.	Other expenses.				
-	-	\$3,000 00	\$12,823 57	\$500 00	\$1,170 38
\$950 00	-	1,900 00	9,999 00	473 08	803 31
493 75	-	1,850 00	5,084 00	361 33	451 51
-	-	2,800 00	6,545 50	480 00	414 25
-	-	2,740 00	7,175 25	615 77	789 97
-	-	1,400 00	9,110 15	308 31	419 70
562 00	\$9 00	1,450 08	5,801 50	346 62	1,323 22
575 00	-	1,000 00	6,502 50	604 94	349 14
-	-	1,368 00	4,814 00	303 91	277 06
116 68	10 00	-	4,733 80	212 27	178 29
421 80	19 00	-	5,628 93	61 81	279 14
-	-	1,050 00	6,005 16	261 30	379 29
-	-	2,600 00	5,412 01	518 22	672 17
-	-	1,100 00	6,615 95	425 75	430 71
425 00	-	-	5,196 63	470 16	250 00
-	-	-	7,330 12	407 91	209 80
420 00	-	920 00	4,608 50	237 34	971 54
900 00	-	2,300 00	7,000 00	250 74	540 02
-	-	1,000 00	6,004 00	254 89	243 72
400 00	1 00	1,200 00	5,066 32	165 98	353 58
-	-	2,326 00	7,231 70	381 89	407 51
-	-	1,300 00	6,684 00	394 34	338 86
-	-	912 00	4,601 25	536 49	-
-	-	2,224 80	6,462 71	293 86	534 29
325 00	-	1,956 00	2,416 00	121 88	106 78
-	-	-	6,241 05	301 87	485 64
440 00	-	1,350 00	4,694 00	255 78	225 14
239 92	-	900 00	4,660 98	537 86	374 43
143 50	1 05	2,580 00	3,215 00	421 83	66 82
-	-	2,050 00	9,955 64	435 01	1,107 91
550 00	-	2,000 00	3,850 00	223 34	57 49
200 00	-	1,804 00	3,033 50	144 20	266 23
-	-	1,450 00	4,802 29	230 04	422 10
464 41	34 00	1,343 80	4,845 04	591 74	373 55
-	-	1,000 00	5,077 20	301 56	612 79
-	-	-	4,933 50	779 35	-
450 00	-	1,200 00	6,145 80	621 45	386 89
327 67	-	-	4,416 80	241 98	125 71
243 91	-	-	4,731 00	118 09	197 99
-	-	625 00	3,688 00	341 17	188 93
198 00	41 97	1,243 00	2,880 00	258 87	182 82
450 00	104 00	1,150 00	5,836 90	385 17	183 29
-	-	2,050 00	7,683 00	489 39	500 61
108 32	-	-	6,273 75	401 75	245 65
-	-	-	7,828 72	562 13	341 52

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.		
		Janitors' service.	Fuel.	Miscellaneous expenses of operation.
150	Manchester,	\$1,615 00	\$1,496 52	\$470 57
151	Cohasset,	857 00	1,414 35	386 12
152	Norton,	637 00	762 60	73 69
153	Scituate,	1,410 00	817 64	139 30
154	Bourne,	1,397 00	810 51	-
155	Lancaster,	1,277 10	990 65	184 90
156	Hopkinton,	959 00	948 53	26 08
157	Kingston,	1,274 75	779 84	216 49
158	Auburn,	782 78	408 43	219 65
159	Seekonk,	522 25	447 24	89 08
160	Wilbraham,	588 66	519 92	-
161	Hanover,	595 94	582 09	42 33
162	Sharon,	1,085 00	1,310 71	236 62
163	Groveland,	852 00	846 59	66 84
164	Dighton,	532 80	584 00	-
165	West Bridgewater,	738 50	774 69	94 55
166	Deerfield,	580 16	396 43	-
167	Wayland,	950 00	956 58	360 21
168	Brookfield,	700 29	453 75	-
169	Merrimac,	802 70	148 00	129 76
170	Hopedale,	1,266 81	1,479 12	145 03
171	Groton,	715 25	630 66	156 78
172	Douglas,	628 75	1,048 64	-
173	Holden,	1,159 91	988 91	84 73
174	Shirley,	491 50	99 00	86 16
175	Acton,	1,144 12	901 69	113 01
176	Williamsburg,	537 80	632 06	119 95
177	Harwich,	495 64	430 15	172 96
178	Ashburnham,	541 20	359 75	475 30
179	Weston,	1,461 00	1,466 19	241 16
180	Hull,	1,376 00	565 33	-
181	Upton,	720 00	550 75	-
182	Belchertown,	282 81	598 53	-
183	Charlton,	240 00	431 15	68 42
184	Avon,	795 70	80 00	138 50
185	Rehoboth,	121 80	242 50	127 88
186	Hadley,	845 20	199 94	221 75
187	Hatfield,	633 73	112 90	56 73
188	Swansea,	783 60	555 35	6 81
189	Georgetown,	550 00	297 49	-
190	Sturbridge,	413 74	494 18	48 53
191	Shrewsbury,	570 18	753 10	120 71
192	Stockbridge,	1,331 30	875 89	238 76
193	Dennis,	438 25	453 76	-
194	Wilmington,	795 00	725 63	166 44

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

Repairs, replacement and upkeep.	Libraries.	Promotion of health.	Transportation.	Miscellaneous expenses.	Total expenditure for the support of public schools, being the total of the eighteen preceding columns.
\$926 58	\$60 00	\$47 00	\$1,160 00	\$114 55	\$24,404 17
1,946 22	-	103 10	3,282 39	314 75	23,437 94
388 48	-	50 00	1,043 38	237 32	12,106 69
857 46	-	75 00	3,309 20	-	17,781 81
669 10	-	150 00	1,369 01	828 89	17,544 72
158 80	-	157 40	1,714 20	149 95	17,062 51
81 58	-	-	1,247 55	283 58	14,026 58
858 93	-	150 00	656 25	21 72	13,858 91
788 00	-	75 00	82 95	1,309 00	11,408 78
395 90	-	75 00	415 00	626 13	8,531 64
291 85	-	110 00	172 00	2,083 50	10,983 43
426 43	-	-	781 00	117 77	10,928 85
841 80	-	56 00	1,970 00	179 58	15,312 14
459 71	-	50 00	-	63 24	11,700 38
527 67	-	35 00	517 00	1,770 00	11,076 34
504 16	-	65 00	1,231 84	52 04	11,875 71
241 42	-	50 00	3,164 00	244 62	12,655 73
289 40	-	-	2,788 81	46 21	17,393 13
450 91	-	50 00	55 80	92 50	10,381 79
369 83	-	50 00	977 50	79 03	10,620 56
158 67	-	24 00	343 25	348 15	14,754 56
324 36	-	50 00	1,304 50	52 37	12,370 10
509 20	-	50 00	477 25	285 43	9,773 97
654 73	-	50 00	895 40	215 75	14,550 11
135 64	-	37 85	1,542 40	76 96	7,953 10
937 77	34 94	195 40	3,479 94	2,927 50	17,463 14
351 93	-	110 00	578 00	184 40	10,466 06
344 53	-	20 00	699 25	15 98	9,892 23
232 76	-	8 00	354 20	35 78	9,113 75
766 33	-	300 00	5,085 40	25 45	23,715 10
-	-	200 00	2,065 00	1,088 39	12,818 96
156 95	-	25 00	1,399 55	76 98	8,845 26
185 12	-	25 00	651 90	122 82	9,943 86
457 99	-	27 00	166 50	226 54	10,197 64
488 90	-	-	214 20	67 21	9,343 47
169 99	-	45 45	-	980 38	8,177 53
1,526 28	-	18 00	891 50	6 00	13,259 73
856 35	-	100 00	56 15	-	7,567 38
65 47	-	50 00	155 00	1,897 67	9,533 14
62 62	-	12 00	2,087 50	70 96	8,522 96
340 75	-	25 00	2,207 00	193 40	9,300 57
1,168 65	-	75 00	509 25	48 20	12,030 40
572 03	-	-	1,700 25	774 13	17,912 47
496 84	5 00	42 50	-	-	9,379 81
632 52	-	-	70 00	115 58	12,044 78

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR OUTLAY.		
		New grounds, buildings and alterations.	New equipment.	Total expenditure for outlay, being the total of the two preceding columns.
150	Manchester,	-	-	-
151	Cohasset,	\$9,390 20	-	\$9,390 20
152	Norton,	367 90	\$133 05	500 95
153	Scituate,	212 80	300 97	513 77
154	Bourne,	334 50	482 30	816 80
155	Lancaster,	-	-	-
156	Hopkinton,	1,889 08	590 49	2,479 57
157	Kingston,	-	121 88	121 88
158	Auburn,	1,635 00	239 98	1,874 98
159	Seekonk,	-	222 89	222 89
160	Wilbraham,	-	-	-
161	Hanover,	-	-	-
162	Sharon,	-	-	-
163	Groveland,	-	-	-
164	Dighton,	-	-	-
165	West Bridgewater,	8,395 95	-	8,395 95
166	Deerfield,	-	42 00	42 00
167	Wayland,	4,735 87	244 34	4,980 21
168	Brookfield,	-	-	-
169	Merrimac,	45 00	24 14	69 14
170	Hopedale,	-	1,287 96	1,287 96
171	Groton,	-	-	-
172	Douglas,	324 57	-	324 57
173	Holden,	23,565 19	1,500 00	25,065 19
174	Shirley,	-	26 13	26 13
175	Acton,	-	-	-
176	Williamsburg,	-	-	-
177	Harwich,	-	-	-
178	Ashburnham,	-	45 53	45 53
179	Weston,	12,083 61	-	12,083 61
180	Hull,	-	-	-
181	Upton,	-	-	-
182	Belchertown,	3,916 02	-	3,916 02
183	Charlton,	-	-	-
184	Avon,	-	97 17	97 17
185	Rehoboth,	-	-	-
186	Hadley,	-	-	-
187	Hatfield,	-	-	-
188	Swansea,	-	69 00	69 00
189	Georgetown,	-	-	-
190	Sturbridge,	-	-	-
191	Shrewsbury,	-	-	-
192	Stockbridge,	-	-	-
193	Dennis,	-	-	-
194	Wilmington,	-	12 00	12 00

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

EXPENDITURES FOR SUPPORT OF PUBLIC SCHOOLS.			Voluntary contributions.	Town's share of State School Fund income paid Jan. 25, 1912.	Unexpended balance of State School Fund income on July 1, 1912.
From local taxation.	From other sources.	Expenditures for high school support.			
\$24,404 17	-	\$7,825 07	-	-	-
23,377 54	\$60 40	8,805 19	-	-	-
10,493 25	1,613 44	2,495 08	\$61 94	\$1,159 47	\$660 68
17,700 22	81 59	4,290 30	-	-	-
17,482 22	62 50	6,252 66	25 00	-	-
17,062 51	-	4,220 00	-	-	-
11,837 79	2,188 79	3,368 25	-	907 10	-
11,810 87	2,048 04	3,722 89	67 50	1,159 47	1,160 51
8,942 28	2,466 50	-	-	1,159 47	3 45
6,702 94	1,828 70	-	-	755 68	595 60
8,224 86	2,758 57	-	-	1,159 47	569 12
9,503 07	1,425 78	2,462 12	-	907 11	-
13,834 45	1,477 69	5,224 51	-	-	-
10,183 88	1,516 50	3,955 74	-	1,159 47	1,165 88
9,348 37	1,727 97	-	-	1,159 47	-
10,334 96	1,540 75	1,500 00	-	1,159 47	1,419 72
10,881 33	1,774 40	1,500 00	-	1,159 47	-
16,718 13	675 00	4,735 19	-	-	-
8,405 32	1,976 47	1,797 33	-	1,159 47	-
8,596 07	2,024 49	3,393 93	-	907 10	22 94
14,711 01	43 55	3,906 98	-	-	-
12,157 60	212 50	4,267 00	-	-	-
7,864 75	1,909 22	1,774 39	-	907 11	151 36
12,509 45	2,040 66	3,081 92	-	1,159 47	-
5,682 05	2,271 05	2,545 59	-	907 10	326 11
16,066 17	1,396 97	5,609 12	-	1,084 47	-
7,339 84	3,126 22	2,091 23	-	1,309 47	555 24
8,238 41	1,653 82	2,658 67	-	907 11	-
7,596 67	1,517 08	1,703 70	-	907 10	907 10
23,715 10	-	7,409 24	-	-	-
12,818 96	-	-	-	-	-
6,999 66	1,845 60	2,479 87	154 14	907 10	-
7,274 11	2,669 75	2,994 88	-	1,057 10	-
7,868 53	2,329 11	1,829 40	-	1,159 47	59 28
7,029 90	2,313 57	2,668 98	-	1,057 10	852 47
5,904 97	2,272 56	-	-	1,057 10	-
8,160 07	5,099 66	4,112 24	125 00	907 11	-
6,286 73	1,280 65	-	-	755 68	-
7,141 00	2,392 14	-	-	907 10	907 10
6,689 00	1,833 96	-	-	907 11	-
7,341 11	1,959 46	-	-	1,159 47	-
10,220 16	1,810 24	2,878 14	-	907 10	-
17,912 47	-	4,951 47	-	-	-
8,754 81	625 00	239 39	-	907 11	-
10,340 20	1,704 58	3,035 94	-	1,159 47	-

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	Population—United States Census of 1910.	Valuation — April 1, 1911.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1911.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
195	Hanson, . . .	1,854	\$1,329,680	10	295	222
196	Sheffield, . . .	1,817	983,785	14	276	206
197	Townsend, . . .	1,761	1,322,098	9	309	238
198	Hamilton, . . .	1,749	4,320,960	11	356	233
199	Southborough, . . .	1,745	1,979,320	9	321	227
200	Rutland, . . .	1,743	796,005	7	154	118
201	Wrentham, . . .	1,743	1,353,441	8	235	159
202	Colrain, . . .	1,741	726,675	16	324	232
203	Marshfield, . . .	1,738	2,416,488	8	204	157
204	Raynham, . . .	1,725	796,158	8	252	168
205	Northborough, . . .	1,713	1,394,535	7	288	233
206	Bellingham, . . .	1,696	934,175	10	309	229
207	Acushnet, . . .	1,692	955,940	8	372	251
208	Duxbury, . . .	1,688	2,370,285	11	275	221
209	Sandwich, . . .	1,688	1,157,800	10	249	185
210	Ashland, . . .	1,682	1,289,481	9	260	208
211	Carver, . . .	1,663	2,020,565	10	205	162
212	Salisbury, . . .	1,658	988,030	9	296	199
213	Northfield, . . .	1,642	1,383,105	10	260	205
214	Essex, . . .	1,621	1,311,601	8	272	198
215	Buckland, . . .	1,573	748,454	10	249	172
216	Chatham, . . .	1,564	1,269,660	9	199	131
217	East Longmeadow, . . .	1,553	838,540	10	316	235
218	Cheshire, . . .	1,508	847,454	8	238	187
219	Shelburne, . . .	1,498	1,255,375	9	204	156
220	Newbury, . . .	1,482	1,310,839	7	210	146
221	Huntington, . . .	1,473	662,755	10	312	245
222	West Newbury, . . .	1,473	1,063,717	8	241	195
223	Freetown, . . .	1,471	965,455	10	264	206
224	Marion, . . .	1,460	5,469,800	7	173	120
225	Sherborn, . . .	1,428	1,510,623	8	176	162
226	Yarmouth, . . .	1,420	2,356,575	9	164	140
227	Norwell, . . .	1,410	1,100,393	8	233	173
228	Millis, . . .	1,399	1,159,384	7	248	173
229	Lunenburg, . . .	1,393	1,254,362	8	240	182
230	Plainville, . . .	1,385	844,539	6	216	173
231	Chester, . . .	1,377	748,648	12	285	224
232	Rowley, . . .	1,368	2,831,243	8	275	197
233	Sterling, . . .	1,359	1,195,330	12	205	153
234	Westminster, . . .	1,353	881,205	12	249	174
235	Pembroke, . . .	1,336	958,215	8	218	161
236	West Brookfield, . . .	1,327	978,687	7	196	128
237	West Stockbridge, . . .	1,271	600,050	7	204	151
238	West Boylston, . . .	1,270	884,557	6	224	160
239	Westwood, . . .	1,266	3,523,401	7	232	165

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
308	9	10	226	277	251	90	17
348	3	32	244	278	258	93	11
320	-	53	245	248	230	92	10
363	1	47	219	322	299	92	24
349	1	47	209	324	302	90	25
244	-	52	152	209	193	92	13
277	-	39	207	235	217	93	11
333	1	2	269	307	281	92	11
255	-	33	168	220	205	93	13
235	1	1	174	203	181	89	9
330	-	63	208	294	264	90	24
256	-	12	177	231	212	92	7
304	-	7	234	248	226	91	12
304	-	37	207	261	243	93	20
273	-	32	191	243	233	96	16
316	-	33	189	299	284	95	20
220	2	14	162	193	171	89	10
270	2	2	201	245	225	92	14
323	3	42	215	275	256	92	29
288	6	39	170	276	265	97	25
237	1	4	169	220	205	93	14
214	-	29	138	203	189	93	19
329	-	7	233	284	264	93	14
246	2	3	197	222	210	95	14
199	-	4	163	181	169	93	16
212	-	9	150	193	175	91	12
314	1	24	235	260	240	92	5
262	-	40	162	228	216	94	17
273	-	5	268	236	213	90	4
197	-	6	132	182	170	93	17
286	2	29	166	234	210	90	11
214	-	36	140	198	186	94	14
267	-	35	168	258	240	92	23
279	-	30	180	249	232	93	12
226	-	30	169	215	201	93	15
240	-	22	158	211	195	92	17
317	-	40	216	273	249	91	14
236	-	3	190	231	206	88	12
233	-	29	155	216	197	92	14
249	1	24	169	221	204	92	19
223	-	29	165	209	196	94	11
156	-	2	118	156	142	91	10
186	6	7	130	161	147	90	9
257	-	34	157	229	212	93	14
203	-	8	151	190	180	95	16

BOARD OF EDUCATION.

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
195	Hanson,	-	10	-	-	4	9-2	
196	Sheffield,	1	14	-	2	-	9-10	
197	Townsend,	1	10	-	3	3	8-16	
198	Hamilton,	1	13	-	3	4	9-16	
199	Southborough,	1	11	-	3	8	9-12	
200	Rutland,	2	6	1	2	4	8-13	
201	Wrentham,	1	10	-	4	5	9-9	
202	Colrain,	-	16	-	-	6	8-16	
203	Marshfield,	1	8	1	2	2	9	
204	Raynham,	-	8	-	-	4	9-3	
205	Northborough,	1	9	-	2	5	8-18	
206	Bellingham,	-	10	-	-	6	8-17	
207	Acushnet,	-	8	-	-	6	9-4	
208	Duxbury,	1	12	-	2	2	9-6	
209	Sandwich,	2	10	-	3	7	8-17	
210	Ashland,	1	10	1	3	5	9-6	
211	Carver,	1	10	-	-	10	8-14	
212	Salisbury,	-	9	-	-	2	8-14	
213	Northfield,	1	11	-	1	3	9-1	
214	Essex,	1	11	-	4	4	8-16	
215	Buckland,	-	10	-	-	3	8-14	
216	Chatham,	2	9	-	3	3	8-17	
217	East Longmeadow,	-	10	-	-	8	8-18	
218	Cheshire,	-	8	-	-	5	9-6	
219	Shelburne,	2	14	-	4	5	8-16	
220	Newbury,	-	7	-	-	1	9-4	
221	Huntington,	1	9	-	3	4	9-2	
222	West Newbury,	2	9	-	3	2	9	
223	Freetown,	-	10	-	-	1	8-15	
224	Marion,	-	7	-	-	6	9-5	
225	Sherborn,	1	8	-	2	6	9-7	
226	Yarmouth,	3	8	3	2	5	8-18	
227	Norwell,	1	9	-	3	3	9-11	
228	Millis,	1	8	-	3	3	9-6	
229	Lunenburg,	1	8	-	1	8	8-19	
230	Plainville,	1	8	-	2	4	9-6	
231	Chester,	1	13	-	3	6	8-17	
232	Rowley,	-	9	-	-	6	9-2	
233	Sterling,	1	11	2	2	5	8-13	
234	Westminster,	1	11	-	1	4	8-17	
235	Pembroke,	1	9	-	3	4	9-15	
236	West Brookfield,	-	7	-	-	4	9-6	
237	West Stockbridge,	2	5	-	-	5	9-6	
238	West Boylston,	1	8	-	3	4	9-6	
239	Westwood,	1	7	2	-	5	9-15	

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
-	-	-	-	-	-	-	-	-
1	9-15	2	17	29	6	13	3	5
1	10	3	31	47	11	12	2	4
1	10	4	20	32	8	10	1	5
1	9-8	3	16	28	4	3	4	6
1	9-18	-	16	24	4	7	2	4
1	9-17	3	15	34	2	7	3	3
-	-	-	-	-	-	-	-	-
1	9-14	9	25	27	7	9	5	4
-	-	-	-	-	-	-	-	-
1	9-16	3	22	30	9	9	5	4
-	-	-	-	-	-	-	-	-
1 ¹	9-16	3	16	18	4	6	3	4
1	9-17	3	22	19	7	6	2	2
1	9-16	3	17	31	7	11	2	5
1	9-15	2	21	12	12	4	1	-
-	-	-	-	-	-	-	-	-
1	9-15	3	24	33	16	12	1	6
1	9-16	4	25	38	8	8	-	6
-	-	-	-	-	-	-	-	-
1	8-17	3	12	26	3	10	-	5
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-14	6	60	54	15	18	7	12
-	-	-	-	-	-	-	-	-
1	9-15	4	17	31	2	8	1	4
1	9-15	3	23	25	9	19	1	2
-	-	-	-	-	-	-	-	-
1 ²	9-5	6	19	27	4	6	5	4
1 ³	9-17	2	18	26	5	6	2	5
1	9-14	2	5	23	1	8	-	2
1	10	3	26	33	10	8	4	5
1	9-14	2	19	22	10	8	1	2
1	9-19	2	20	19	7	6	-	1
1	10	3	25	21	8	9	2	2
1	9-16	3	18	28	8	10	-	4
-	-	-	-	-	-	-	-	-
1	9-15	2	11	14	4	6	-	2
1	9-15	1	7	15	5	6	-	-
1	9-17	3	23	26	3	3	2	5
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-17	2	17	22	3	6	2	2
-	-	-	-	-	-	-	-	-

¹ Partridge Academy.² Tabor Academy.³ United with Sawin Academy.

BOARD OF EDUCATION.

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.			
		SCHOOL COMMITTEE.		SUPERINTENDENCE OF SCHOOLS AND ENFORCEMENT OF LAW.	
		Salaries.	Other expenses.	Salaries.	Other expenses.
195	Hanson,	\$112 80	\$15 75	\$519 99	\$12 85
196	Sheffield,	42 00	—	832 00	—
197	Townsend,	—	—	875 00	4 00
198	Hamilton,	—	15 02	300 00	64 67
199	Southborough,	300 00	18 00	485 76	26 12
200	Rutland,	32 00	20 00	414 52	—
201	Wrentham,	100 00	14 00	540 00	37 84
202	Colrain,	—	—	646 66	31 73
203	Marshfield,	149 25	14 72	566 67	4 50
204	Raynham,	120 00	25 86	190 00	32 51
205	Northborough,	100 00	21 33	485 52	68 33
206	Bellingham,	—	—	606 70	14 27
207	Acushnet,	—	—	425 04	—
208	Duxbury,	138 75	43 45	566 67	9 00
209	Sandwich,	—	50 85	723 75	46 57
210	Ashland,	40 00	22 40	600 00	6 33
211	Carver,	233 80	—	600 00	12 50
212	Salisbury,	110 00	27 65	300 00	22 61
213	Northfield,	—	21 31	720 00	15 47
214	Essex,	60 00	39 49	600 00	23 80
215	Buckland,	—	33 25	477 50	10 70
216	Chatham,	225 00	5 68	556 48	11 40
217	East Longmeadow,	103 50	19 72	541 71	20 11
218	Cheshire,	60 00	20 00	225 00	—
219	Shelburne,	18 00	50 52	477 50	58 18
220	Newbury,	75 00	29 60	302 50	38 28
221	Huntington,	75 00	10 24	517 32	10 00
222	West Newbury,	96 25	—	453 75	41 20
223	Freetown,	100 00	80 00	720 00	10 00
224	Marion,	140 00	12 50	623 30	18 35
225	Sherborn,	92 35	37 58	340 00	—
226	Yarmouth,	150 00	81 35	585 00	33 65
227	Norwell,	100 00	19 87	533 33	4 50
228	Millis,	60 00	25 55	450 00	15 93
229	Lunenburg,	139 00	20 40	525 00	4 41
230	Plainville,	120 00	—	347 50	3 00
231	Chester,	25 00	61 85	943 10	—
232	Rowley,	75 00	11 08	450 00	39 83
233	Sterling,	60 00	27 40	600 00	17 53
234	Westminster,	80 00	17 23	600 00	7 00
235	Pembroke,	85 00	24 85	550 00	16 50
236	West Brookfield,	60 00	—	488 75	14 61
237	West Stockbridge,	10 00	20	602 00	30 13
238	West Boylston,	140 00	41 30	600 00	14 04
239	Westwood,	150 00	23 10	450 00	7 92

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

SUPERVISORS.		Principals' salaries.	Teachers' salaries.	Text-books.	Stationery, supplies and miscellaneous.
Salaries.	Other expenses.				
-	-	\$567 00	\$4,279 60	\$142 71	\$127 27
-	-	900 00	4,944 00	300 00	282 02
-	-	950 00	4,422 47	870 15	-
\$200 00	-	1,935 00	6,530 00	458 48	1,160 83
308 75	-	1,200 00	5,957 20	244 49	515 96
-	-	975 00	2,490 00	213 67	167 15
-	-	1,225 00	5,270 67	471 31	182 30
-	-	-	5,447 00	86 95	270 41
-	-	1,571 00	3,159 00	100 00	492 36
-	-	-	3,929 40	115 50	121 76
385 00	\$0 30	1,668 00	4,269 00	289 71	327 32
-	-	-	4,192 00	142 00	160 00
-	-	1,200 00	2,248 12	19 50	162 09
-	-	2,075 00	4,504 00	274 93	154 02
325 00	-	1,862 50	4,032 00	198 08	396 16
-	-	1,936 00	3,958 60	412 45	636 06
-	-	810 00	4,073 50	217 10	225 93
315 00	-	-	3,612 00	201 85	97 80
-	-	1,000 00	4,625 50	251 10	264 06
335 00	-	1,000 00	4,052 49	305 35	294 95
-	-	518 00	3,810 00	121 81	131 10
180 00	-	945 00	3,620 00	206 82	172 91
411 35	-	699 98	3,780 00	174 59	191 42
-	-	-	3,640 50	237 47	164 07
-	-	2,013 17	6,431 92	432 63	568 90
215 00	-	1,270 00	2,014 00	248 29	200 26
-	-	1,352 00	4,338 30	168 62	188 21
389 50	-	1,700 00	3,455 00	231 94	171 88
-	-	-	3,982 00	295 00	259 28
-	-	-	4,411 60	275 01	316 58
-	-	1,318 00	2,870 00	238 19	353 48
1,750 00	-	-	5,869 80	272 04	399 90
-	-	1,000 00	4,139 15	269 22	348 20
-	-	1,000 00	4,031 90	260 15	205 08
276 00	-	925 00	3,565 70	92 69	143 41
-	-	1,100 00	4,519 88	227 54	291 10
-	-	1,400 00	5,047 20	143 18	345 96
-	-	640 40	3,186 00	210 49	121 57
220 00	-	1,000 00	3,789 50	224 00	173 21
195 00	-	750 00	3,273 55	299 19	126 52
-	-	1,000 00	3,967 00	396 91	259 15
380 00	9 00	530 50	2,372 70	155 84	159 74
-	-	-	3,095 00	64 77	233 00
600 00	-	1,300 00	3,970 19	210 08	215 97
-	-	1,350 00	3,555 00	171 16	415 99

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.		
		Janitors' service.	Fuel.	Miscellaneous expenses of operation.
195	Hanson,	\$421 98	\$282 43	\$15 25
196	Sheffield,	348 65	841 63	-
197	Townsend,	527 62	341 81	414 13
198	Hamilton,	913 03	950 23	144 16
199	Southborough,	820 50	857 79	271 34
200	Rutland,	259 66	452 40	-
201	Wrentham,	735 80	939 21	-
202	Colrain,	311 50	201 55	140 47
203	Marshfield,	211 50	347 33	52 00
204	Raynham,	300 05	261 52	40 59
205	Northborough,	569 52	586 77	116 72
206	Bellingham,	705 70	304 07	80 63
207	Acushnet,	439 00	213 50	-
208	Duxbury,	443 85	319 75	32 57
209	Sandwich,	555 00	554 20	-
210	Ashland,	600 00	539 35	103 16
211	Carver,	387 00	260 15	-
212	Salisbury,	300 25	336 70	-
213	Northfield,	607 33	765 37	-
214	Essex,	243 14	477 53	-
215	Buckland,	342 23	195 36	35 21
216	Chatham,	657 10	381 66	28 04
217	East Longmeadow,	424 20	90 30	35 59
218	Cheshire,	505 00	450 81	199 26
219	Shelburne,	674 20	727 46	185 93
220	Newbury,	763 51	294 96	75 89
221	Huntington,	522 00	589 28	528 44
222	West Newbury,	885 89	159 89	41 15
223	Freetown,	342 00	306 34	50 00
224	Marion,	473 90	226 85	69 88
225	Sherborn,	796 50	321 07	9 65
226	Yarmouth,	540 99	305 61	-
227	Norwell,	559 50	361 16	28 00
228	Millis,	457 00	667 79	63 55
229	Lunenburg,	374 20	456 50	-
230	Plainville,	636 00	695 00	364 29
231	Chester,	499 01	522 17	78 45
232	Rowley,	307 62	373 24	26 93
233	Sterling,	168 50	433 18	6 50
234	Westminster,	209 50	439 55	-
235	Pembroke,	431 20	301 50	4 02
236	West Brookfield,	373 50	319 35	-
237	West Stockbridge,	234 50	186 96	28 86
238	West Boylston,	725 00	142 75	22 74
239	Westwood,	800 00	834 51	161 78

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

Repairs, replacement and upkeep.	Libraries.	Promotion of health.	Transportation.	Miscellaneous expenses.	Total expenditure for the support of public schools, being the total of the eighteen preceding columns.
\$532 21	-	\$95 50	\$702 21	\$1,063 25	\$8,890 80
318 12	-	40 00	109 50	270 47	9,228 39
680 41	-	50 00	1,647 50	55 61	10,838 70
182 61	-	41 00	334 06	-	13,229 09
443 20	-	100 00	2,149 25	72 71	13,771 07
21 35	-	-	1,595 65	-	6,641 40
329 43	-	8 50	1,286 00	58 76	11,198 82
264 47	-	50 00	725 10	1,281 06	9,456 90
98 85	-	31 00	2,637 50	209 25	9,644 93
319 64	-	25 50	533 50	969 05	6,984 88
774 95	-	92 40	1,587 85	81 98	11,424 70
22 42	-	36 50	1,196 00	1,038 00	8,498 29
171 17	-	40 00	1,273 00	124 66	6,316 08
554 45	-	-	1,198 65	77 01	10,392 10
455 40	-	35 00	251 54	169 53	9,655 58
497 77	-	22 25	1,276 04	318 30	10,968 71
317 85	-	59 00	1,436 20	-	8,633 03
17 88	-	5 00	575 00	192 10	6,113 84
136 94	-	77 00	877 34	110 85	9,472 27
460 27	-	30 00	563 00	127 50	8,612 52
32 08	-	-	227 00	1,360 75	7,294 99
447 00	-	27 25	184 44	6 25	7,655 03
241 73	\$5 00	41 00	-	3,473 89	10,254 09
360 37	-	53 00	1,309 48	945 00	8,169 96
181 25	18 00	50 00	964 40	2,003 00	14,855 06
356 23	-	10 00	1,770 15	252 95	7,916 62
128 04	-	25 00	393 30	58 99	8,904 74
53 23	-	25 00	895 70	65 96	8,666 34
5 00	-	50 00	112 50	1,117 15	7,429 27
792 38	-	75 00	969 50	86 65	8,491 50
622 42	-	25 00	1,938 75	-	8,962 99
446 73	-	13 62	1,161 20	62 95	11,672 84
260 52	-	-	3,093 50	24 50	10,741 45
531 52	-	15 00	726 55	125 75	8,635 77
192 66	-	8 75	631 85	48 00	7,403 57
-	-	25 00	1,178 00	-	9,507 31
85 40	-	75 00	122 26	308 50	9,657 08
65 16	-	8 00	974 00	1,656 45	8,145 77
447 72	-	39 00	604 15	9 00	7,819 69
193 66	-	50 00	719 50	234 03	7,194 73
509 29	-	60 00	2,133 20	286 02	10,024 64
365 59	-	50 00	1,179 50	956 28	7,415 36
165 71	-	-	804 94	801 36	6,257 43
498 10	-	100 00	2,304 30	167 86	11,052 33
80 05	-	100 00	2,147 85	2,112 77	12,360 13

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR OUTLAY.		
		New grounds, buildings and alterations.	New equipment.	Total expenditure for outlay, being the total of the two preceding columns.
195	Hanson,	\$1,000 00	-	\$1,000 00
196	Sheffield,	-	-	-
197	Townsend,	-	-	-
198	Hamilton,	3,994 13	\$230 23	4,224 36
199	Southborough,	18,567 41	-	18,567 41
200	Rutland,	1,500 00	-	1,500 00
201	Wrentham,	854 04	-	854 04
202	Colrain,	-	-	-
203	Marshfield,	-	-	-
204	Raynham,	-	-	-
205	Northborough,	-	-	-
206	Bellingham,	-	-	-
207	Acushnet,	-	150 00	150 00
208	Duxbury,	24 69	74 25	98 94
209	Sandwich,	-	1,165 44	1,165 44
210	Ashland,	-	150 02	150 02
211	Carver,	-	-	-
212	Salisbury,	-	-	-
213	Northfield,	-	-	-
214	Essex,	-	-	-
215	Buckland,	-	-	-
216	Chatham,	-	-	-
217	East Longmeadow,	-	-	-
218	Cheshire,	-	-	-
219	Shelburne,	-	-	-
220	Newbury,	-	-	-
221	Huntington,	-	-	-
222	West Newbury,	-	27 34	27 34
223	Freetown,	3,857 00	505 43	4,362 43
224	Marion,	-	-	-
225	Sherborn,	-	-	-
226	Yarmouth,	-	64 90	64 90
227	Norwell,	-	-	-
228	Millis,	-	-	-
229	Lunenburg,	367 00	-	367 00
230	Plainville,	-	-	-
231	Chester,	2,127 50	-	2,127 50
232	Rowley,	-	40 00	40 00
233	Sterling,	-	-	-
234	Westminster,	1,000 00	-	1,000 00
235	Pembroke,	3,340 51	1 90	3,342 41
236	West Brookfield,	-	-	-
237	West Stockbridge,	-	-	-
238	West Boylston,	-	55 45	55 45
239	Westwood,	90 50	145 11	235 61

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

EXPENDITURES FOR SUPPORT OF PUBLIC SCHOOLS.			Voluntary contributions.	Town's share of State School Fund income paid Jan. 25, 1912.	Unexpended balance of State School Fund income on July 1, 1912.
From local taxation.	From other sources.	Expenditures for high school support.			
\$7,331 46	\$1,559 34	-	-	\$755 68	-
6,668 88	2,559 51	\$2,156 15	\$32 00	1,309 47	-
8,963 23	1,875 47	2,188 73	-	1,159 47	\$1,159 47
13,229 09	-	4,905 47	-	-	-
11,602 96	2,168 11	3,544 95	-	1,159 47	-
4,487 91	2,153 49	1,813 67	-	1,057 10	-
8,048 24	3,150 58	3,410 04	-	907 10	260 25
6,270 18	3,186 72	-	-	1,309 47	-
8,330 58	1,314 35	2,840 69	-	755 68	260 25
4,961 91	2,022 97	-	-	1,309 47	-
9,334 11	2,090 59	3,222 39	-	1,159 47	-
6,587 29	1,911 00	-	-	1,309 47	466 82
5,187 65	1,128 43	-	-	1,057 10	-
9,050 82	1,341 28	2,300 22	-	832 11	-
7,433 61	2,221 97	3,126 69	-	1,159 47	-
9,197 04	1,771 67	3,255 93	-	907 10	100 77
6,914 53	1,718 50	860 42	-	579 74	581 47
4,655 84	1,458 00	-	-	1,057 10	193 01
7,005 27	2,467 00	2,940 00	-	907 10	-
6,705 41	1,907 11	2,636 35	-	907 11	375 41
4,556 89	2,738 10	-	-	1,057 10	-
6,346 14	1,308 89	2,539 33	-	907 11	-
5,345 82	4,908 27	-	29 38	1,309 47	-
5,940 48	2,229 48	-	-	1,309 47	957 47
7,957 16	6,897 90	6,405 31	-	907 10	897 74
6,112 65	1,803 97	-	-	1,159 47	-
6,239 87	2,664 87	2,890 89	-	1,309 47	-
6,664 50	2,001 84	2,320 40	-	907 10	-
5,480 95	1,948 32	-	-	1,057 11	69 61
8,491 50	-	-	360 00	-	-
6,705 49	2,257 50	2,240 77	-	907 10	66 13
9,072 41	2,600 43	2,416 00	-	680 68	777 40
8,210 58	2,530 87	3,332 08	-	1,159 47	-
6,845 17	1,790 60	2,405 75	25 00	907 10	-
5,603 47	1,800 10	1,667 92	-	907 10	-
6,833 68	2,673 63	2,742 00	-	1,309 47	1,127 06
6,711 47	2,945 61	2,770 76	-	1,057 11	-
5,021 89	3,123 88	2,208 00	-	1,057 10	-
5,288 83	2,530 86	1,785 19	-	907 10	-
5,497 63	1,697 10	219 01	-	1,057 10	-
7,493 00	2,531 04	4,616 34	-	1,309 47	-
5,350 27	2,065 09	-	-	905 68	41 07
4,086 57	2,170 86	-	-	1,332 10	18 33
8,244 10	2,808 23	3,116 69	-	1,309 47	170 12
11,803 16	556 97	-	55 00	-	-

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	Population—United States Census of 1910.	Valuation — April 1, 1911.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1911.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
240	Mattapoisett, . . .	1,233	\$2,119,578	6	240	185
241	Bedford, . . .	1,231	1,501,929	4	171	127
242	Conway, . . .	1,230	743,359	10	200	150
243	Littleton, . . .	1,229	1,148,515	7	192	141
244	Clarksburg, . . .	1,207	279,530	6	239	187
245	Tisbury, . . .	1,196	1,593,087	6	201	141
246	Edgartown, . . .	1,191	1,043,875	5	169	125
247	Nahant, . . .	1,184	8,858,756	5	184	126
248	Lincoln, . . .	1,175	3,600,226	5	191	135
249	Topsfield, . . .	1,174	2,144,016	5	122	93
250	Erving, . . .	1,148	967,367	7	210	145
251	Lakeville, . . .	1,141	840,160	7	175	134
252	Middleton, . . .	1,129	850,444	4	143	107
253	New Marlborough, . .	1,124	787,835	11	211	163
254	Sudbury, . . .	1,120	1,328,645	7	167	122
255	Hinsdale, . . .	1,116	602,532	10	231	170
256	Stow, . . .	1,115	1,037,115	7	227	158
257	Rochester, . . .	1,090	726,750	8	181	122
258	Longmeadow, . . .	1,084	1,828,672	5	218	208
259	Oak Bluffs, . . .	1,084	1,864,250	6	215	175
260	Orleans, . . .	1,077	1,519,012	5	166	133
261	Hubbardston, . . .	1,073	692,717	8	190	153
262	North Reading, . . .	1,059	748,895	4	175	129
263	Sunderland, . . .	1,047	569,320	5	187	134
264	Harvard, . . .	1,034	1,575,555	4	154	123
265	Wellfleet, . . .	1,022	1,026,670	5	139	109
266	Southwick, . . .	1,020	752,150	11	166	113
267	Wenham, . . .	1,010	2,499,175	6	196	144
268	Charlemont, . . .	1,001	481,209	9	187	153
269	Berkley, . . .	999	406,154	7	172	143
270	Russell, . . .	965	866,762	9	158	127
271	Norfolk, . . .	960	915,692	6	177	124
272	Ashfield, . . .	959	709,458	10	163	130
273	Becket, . . .	959	567,828	6	155	123
274	Lanesborough, . . .	947	602,025	6	152	127
275	Gill, . . .	942	486,959	6	179	129
276	Lynnfield, . . .	911	1,092,685	4	132	88
277	Berlin, . . .	904	599,205	6	189	142
278	Ashby, . . .	885	582,302	5	152	128
279	Mendon, . . .	880	725,895	6	154	98
280	Enfield, . . .	874	703,830	7	147	114
281	Southampton, . . .	870	494,310	8	167	142
282	Brimfield, . . .	866	577,807	7	165	110
283	Whately, . . .	846	485,680	5	144	95
284	Tyngsborough, . . .	829	636,362	4	157	126

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
216	-	2	164	195	179	92	12
157	-	4	131	150	138	92	14
204	-	20	156	199	188	93	12
231	-	47	152	215	204	94	12
197	3	5	161	170	155	88	8
246	-	44	153	224	214	95	18
190	-	22	124	168	155	92	11
198	1	14	126	183	170	93	8
159	-	2	148	151	142	94	17
135	-	12	74	111	100	90	19
227	-	7	159	216	203	94	11
182	-	-	134	131	125	90	3
138	2	14	98	131	123	94	10
215	-	11	169	174	159	92	9
199	-	29	134	179	168	94	7
240	1	5	151	210	187	89	8
240	-	22	152	224	212	95	22
198	-	3	147	169	153	90	6
165	1	7	112	144	132	91	12
248	-	31	183	206	185	90	16
192	-	37	136	176	163	92	8
197	-	21	138	188	173	92	13
163	-	4	126	155	145	93	12
182	-	10	128	168	157	94	16
118	-	3	99	111	104	94	15
144	-	12	108	135	128	94	17
180	3	11	113	152	143	94	6
165	-	2	127	163	152	93	9
196	-	22	145	181	169	93	-
180	-	3	155	161	146	91	2
175	-	8	123	141	123	87	4
171	-	3	128	156	145	92	10
213	-	53	144	192	178	94	13
176	-	5	119	138	125	90	5
150	2	4	113	140	121	86	10
157	3	-	123	158	142	90	15
138	-	2	91	111	104	94	3
160	-	4	132	157	144	92	12
136	-	13	114	135	123	92	5
175	-	24	106	172	159	92	8
181	-	9	131	161	151	94	16
142	2	1	115	136	112	85	6
231	-	50	133	202	188	93	11
117	-	1	101	109	97	90	6
132	1	2	104	120	108	90	6

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
240	Mattapoisett,	1	7	1	-	5	9-11	
241	Bedford,	-	4	-	-	1	9-8	
242	Conway,	1	10	1	2	2	8-8	
243	Littleton,	1	8	-	3	4	8-19	
244	Clarksburg,	-	6	-	-	5	8-18	
245	Tisbury,	1	7	-	2	3	9-3	
246	Edgartown,	2	5	-	2	-	8-14	
247	Nahant,	1	7	-	3	4	9-5	
248	Lincoln,	-	7	-	-	4	9-6	
249	Topsfield,	1	5	-	2	2	9-16	
250	Erving,	1	8	-	-	5	8-16	
251	Lakeville,	-	7	1	-	6	9	
252	Middleton,	-	4	-	-	3	9-8	
253	New Marlborough,	1	11	-	2	3	9-5	
254	Sudbury,	1	8	-	3	4	9-11	
255	Hinsdale,	-	10	-	-	5	9-5	
256	Stow,	1	7	1	2	3	9-15	
257	Rochester,	1	7	-	-	7	9	
258	Longmeadow,	-	5	-	-	5	9-8	
259	Oak Bluffs,	1	6	1	2	3	8-15	
260	Orleans,	2	6	-	3	2	9-2	
261	Hubbardston,	1	6	-	1	5	8-10	
262	North Reading,	-	4	-	-	4	9-2	
263	Sunderland,	-	6	-	-	2	8-16	
264	Harvard,	-	4	-	5	3	9-7	
265	Wellfleet,	1	4	-	1	2	9-4	
266	Southwick,	-	11	1	-	3	9-5	
267	Wenham,	-	6	-	-	3	9-4	
268	Charlemont,	1	9	-	2	5	8-6	
269	Berkley,	1	6	-	-	3	8-18	
270	Russell,	-	9	2	-	4	9-3	
271	Norfolk,	-	6	-	-	3	8-17	
272	Ashfield,	1	12	-	4	-	8-10	
273	Becket,	-	7	-	-	6	8-12	
274	Lanesborough,	-	6	-	-	4	8-18	
275	Gill,	-	6	-	-	3	9	
276	Lynnfield,	-	4	1	-	1	10	
277	Berlin,	-	6	-	-	1	8-19	
278	Ashby,	-	6	1	2	2	9	
279	Mendon,	1	6	-	2	2	8-17	
280	Enfield,	-	7	-	-	2	9	
281	Southampton,	-	8	-	-	3	8-12	
282	Brimfield,	1	9	-	2	4	9-1	
283	Whately,	-	5	-	-	4	8-19	
284	Tyngsborough,	-	4	-	-	4	9-17	

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-17	2	15	14	6	3	4	3
1	9-11	3	15	37	5	13	6	6
-	-	-	-	-	-	-	-	-
1	9-14	2	23	14	7	5	2	2
1	9-10	2	15	17	7	4	-	4
1	9-5	3	8	20	3	4	1	4
-	-	-	-	-	-	-	-	-
1	10	2	13	7	4	3	1	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-15	2	7	11	2	6	4	2
1	10	2	7	19	3	2	2	5
-	-	-	-	-	-	-	-	-
1	9-16	2	17	24	13	8	5	6
-	-	-	-	-	-	-	-	-
1	8-14	2	17	17	9	7	8	4
1	9-17	3	26	25	9	8	8	4
1	9-19	1	9	8	8	3	1	4
-	-	-	-	-	-	-	-	-
1 ¹	9	3	18	21	11	4	1	7
1	9-16	1	6	9	-	-	-	-
-	-	-	-	-	-	-	-	-
1	10	2	16	19	6	10	6	2
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-18	4	37	22	9	1	6	6
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-13	2	4	7	1	3	1	1
1	9-16	2	15	19	4	5	1	4
-	-	-	-	-	-	-	-	-
1 ²	9-8	4	44	36	14	16	10	5
-	-	-	-	-	-	-	-	-

¹ Bromfield School.² Hitchcock Free Academy.

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.			
		SCHOOL COMMITTEE.		SUPERINTENDENCE OF SCHOOLS AND ENFORCEMENT OF LAW.	
		Salaries.	Other expenses.	Salaries.	Other expenses.
240	Mattapoisett,	\$105 00	\$17 67	\$425 00	\$41 60
241	Medford,	-	19 79	630 00	9 05
242	Conway,	75 00	-	391 20	22 18
243	Littleton,	-	-	400 00	14 45
244	Clarksburg,	45 00	21 25	525 00	-
245	Tisbury,	75 00	36 06	399 96	6 00
246	Edgartown,	75 00	20 65	330 00	6 80
247	Nahant,	-	21 00	425 00	42 30
248	Lincoln,	-	26 42	510 00	23 03
249	Topsfield,	45 00	-	150 00	-
250	Erving,	45 00	14 97	531 90	12 91
251	Lakeville,	136 15	-	450 00	4 71
252	Middleton,	105 00	6 79	300 00	23 11
253	New Marlborough,	80 00	-	608 00	-
254	Sudbury,	106 00	19 71	480 00	9 00
255	Hinsdale,	75 00	8 00	531 38	5 00
256	Stow,	100 00	-	450 00	15 00
257	Rochester,	35 50	-	450 00	7 00
258	Longmeadow,	30 00	-	249 97	-
259	Oak Bluffs,	75 00	43 50	400 00	3 97
260	Orleans,	100 00	29 59	242 88	12 80
261	Hubbardston,	102 32	-	342 00	8 25
262	North Reading,	15 00	-	185 80	12 50
263	Sunderland,	45 00	8 00	315 64	14 91
264	Harvard,	70 00	10 00	369 63	1 00
265	Wellfleet,	95 00	11 00	287 85	7 12
266	Southwick,	72 50	22 32	525 00	9 50
267	Wenham,	110 00	-	600 00	34 37
268	Charlemont,	75 00	10 50	420 49	29 50
269	Berkley,	94 25	-	320 04	28 41
270	Russell,	37 50	27 09	473 48	-
271	Norfolk,	224 51	43 37	450 00	8 45
272	Ashfield,	45 00	5 00	555 66	19 90
273	Becket,	-	56 60	441 01	39 67
274	Lanesborough,	130 00	15 00	583 34	2 00
275	Gill,	45 00	-	360 00	12 89
276	Lynnfield,	25 00	12 18	180 00	27 35
277	Berlin,	70 00	23 45	242 85	3 03
278	Ashby,	-	-	350 00	1 67
279	Mendon,	25 75	-	616 60	9 91
280	Enfield,	115 00	10 00	420 00	-
281	Southampton,	65 00	-	62 50	-
282	Brimfield,	75 00	-	535 00	12 00
283	Whately,	100 00	7 50	219 24	20 46
284	Tyngsborough,	25 00	10 54	160 08	5 95

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

SUPERVISORS.		Principals' salaries.	Teachers' salaries.	Text-books.	Stationery, supplies and miscellaneous.
Salaries.	Other expenses.				
\$350 00	-	\$730 00	\$2,879 65	\$97 05	\$215 43
292 50	-	625 00	1,680 00	189 56	134 41
-	-	716 25	3,074 00	-	568 36
-	-	1,000 00	4,372 00	152 66	278 83
-	-	-	2,232 00	16 90	135 67
-	-	1,200 00	3,288 00	425 50	359 36
150 00	-	1,600 00	1,940 00	190 50	170 03
-	-	1,000 00	5,107 63	357 39	379 31
1,050 00	\$13 65	650 00	2,480 00	149 11	211 24
200 00	-	1,000 00	2,430 00	162 79	50 74
-	-	-	3,014 00	177 42	244 82
-	-	-	2,667 30	39 37	178 84
211 00	-	546 00	1,479 00	106 69	110 09
-	-	700 00	3,692 50	92 16	125 60
445 00	-	1,000 00	4,038 00	126 23	273 25
-	-	-	4,262 00	203 89	349 19
333 00	-	900 00	3,569 00	589 70	221 51
268 25	-	-	3,266 05	69 50	286 86
380 00	2,826 50	-	2,699 00	-	225 06
40 00	-	855 00	2,475 00	317 25	306 03
123 29	-	1,100 00	2,705 45	212 93	96 73
-	-	-	3,381 50	110 39	118 34
96 25	-	-	1,421 00	82 49	89 91
-	-	-	2,535 00	117 53	214 49
-	-	-	2,326 02	311 20	-
-	-	800 00	1,781 00	91 80	99 92
-	-	-	4,266 00	206 30	82 24
268 00	-	570 00	1,924 00	166 66	204 09
100 00	-	1,100 00	3,215 00	224 09	293 44
-	-	-	2,533 00	173 55	34 37
-	-	-	4,050 80	78 01	233 19
-	8 75	567 50	2,346 00	161 16	181 59
-	-	1,000 00	3,951 00	525 46	-
-	-	-	3,254 06	26 22	173 50
-	936 00	-	2,667 87	141 26	19 16
-	-	-	2,487 81	75 00	89 62
300 00	-	1,200 00	1,150 00	240 53	100 74
292 00	-	555 00	1,924 00	166 27	90 54
96 00	-	-	2,756 00	170 00	75 79
-	-	900 00	2,700 00	200 00	140 74
265 00	-	-	2,657 50	-	548 82
-	2 00	-	3,323 99	200 00	81 18
-	-	-	2,480 00	80 64	131 67
270 00	-	-	1,905 00	90 00	123 45
142 00	-	573 00	1,412 50	41 81	86 69

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.		
		Janitors' service.	Fuel.	Miscellaneous expenses of operation.
240	Mattapoisett,	\$602 40	\$763 89	\$40 95
241	Bedford,	300 00	381 67	211 11
242	Conway,	531 43	218 17	—
243	Littleton,	561 78	513 98	39 56
244	Clarksburg,	240 00	406 83	20 00
245	Tisbury,	366 90	610 71	1 35
246	Edgartown,	300 62	389 98	23 50
247	Nahant,	800 00	582 23	28 35
248	Lincoln,	686 82	520 00	122 16
249	Topsfield,	143 50	266 45	246 24
250	Erving,	636 00	370 63	41 24
251	Lakeville,	147 85	127 12	19 50
252	Middleton,	406 25	134 00	30 00
253	New Marlborough,	161 60	322 90	—
254	Sudbury,	642 50	436 76	107 83
255	Hinsdale,	308 00	284 37	—
256	Stow,	166 58	537 52	—
257	Rochester,	212 50	164 68	—
258	Longmeadow,	400 00	433 00	—
259	Oak Bluffs,	396 00	284 76	83 25
260	Orleans,	423 43	277 41	11 25
261	Hubbardston,	233 76	118 75	—
262	North Reading,	450 05	4 00	35 04
263	Sunderland,	324 00	266 57	81 26
264	Harvard,	325 00	284 20	63 14
265	Wellfleet,	212 00	205 51	50 94
266	Southwick,	196 25	282 74	—
267	Wenham,	514 00	317 41	6 33
268	Charlemont,	255 10	304 94	85 00
269	Berkley,	153 38	167 26	—
270	Russell,	202 80	246 25	21 70
271	Norfolk,	475 00	281 15	48 13
272	Ashfield,	103 20	59 00	10 00
273	Becket,	166 56	212 72	9 09
274	Lanesborough,	482 00	527 72	64 89
275	Gill,	158 80	171 55	—
276	Lynnfield,	421 39	274 85	33 98
277	Berlin,	458 25	471 29	35 20
278	Ashby,	210 00	244 00	63 00
279	Mendon,	340 00	837 00	—
280	Enfield,	322 41	211 98	816 60
281	Southampton,	80 35	294 81	—
282	Brimfield,	281 60	370 62	8 75
283	Whately,	128 55	214 49	25 00
284	Tyngsborough,	349 50	227 95	3 80

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

Repairs, replacement and upkeep.	Libraries.	Promotion of health.	Transportation.	Miscellaneous expenses.	Total expenditure for the support of public schools, being the total of the eighteen preceding columns.
\$219 91	-	\$30 00	\$1,485 30	-	\$8,003 85
603 77	-	67 31	1,050 00	\$1,523 17	7,717 34
372 27	-	-	772 94	225 70	6,967 50
192 03	-	35 00	1,482 50	44 15	9,086 94
1 70	-	31 00	-	391 20	4,066 55
597 49	-	55 00	235 25	43 28	7,699 86
246 92	-	56 74	311 75	31 80	5,844 29
450 83	-	200 00	-	-	9,394 04
109 10	-	200 00	2,471 01	1,200 60	10,423 14
11 93	-	-	720 00	-	5,426 65
97 82	-	36 50	625 15	475 12	6,323 48
103 62	-	25 70	1,154 10	2,325 97	7,380 23
63 49	-	10 00	1,269 50	1,785 35	6,586 27
248 92	-	25 00	364 50	85 95	6,507 13
53 65	-	50 00	2,078 75	27 79	9,894 47
515 04	-	75 00	227 25	593 50	7,437 62
42 10	-	35 00	1,649 54	-	8,608 95
258 15	-	36 00	918 75	1,129 51	7,102 75
106 18	-	29 00	300 00	88 21	7,766 92
32 84	-	37 80	360 00	60 50	5,770 90
287 07	-	55 06	1,429 00	94 56	7,201 45
410 17	-	25 00	977 05	3 00	5,830 53
166 56	-	-	1,330 00	1,938 75	5,827 35
449 32	-	12 00	2,145 35	837 50	7,366 57
128 27	-	25 00	3,632 00	-	7,545 46
131 40	-	-	1,082 50	-	4,856 04
293 12	-	50 00	-	570 10	6,576 07
362 05	-	24 50	443 80	2,178 47	7,723 68
566 95	-	50 00	742 62	111 98	7,584 61
381 02	-	25 00	156 25	768 00	4,834 53
205 88	-	-	164 60	147 40	5,888 70
152 64	-	15 00	1,581 45	596 00	7,140 70
78 34	-	27 50	112 60	59 80	6,552 46
382 04	-	20 00	27 20	906 10	5,714 77
306 39	-	30 00	414 35	5 35	6,325 33
270 36	-	31 00	505 50	333 67	4,541 20
135 18	-	25 00	302 50	1,087 90	5,516 60
47 43	-	31 00	425 10	1,259 20	6,094 61
53 93	-	-	2,032 45	-	6,052 84
525 92	-	25 00	838 40	161 37	7,320 69
143 58	-	-	1,178 47	39 37	6,728 73
323 02	-	6 00	396 45	-	4,835 30
118 36	-	34 50	935 08	29 88	5,093 10
103 72	-	-	288 00	312 80	3,808 21
192 66	-	75 00	2,017 00	1,025 91	6,349 39

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR OUTLAY.		
		New grounds, buildings and alterations.	New equipment.	Total expenditure for outlay, being the total of the two preceding columns.
240	Mattapoisett,	-	\$195 70	\$195 70
241	Bedford,	-	846 53	846 53
242	Conway,	-	-	-
243	Littleton,	-	-	-
244	Clarksburg,	-	5 40	5 40
245	Tisbury,	-	-	-
246	Edgartown,	-	-	-
247	Nahant,	-	19 27	19 27
248	Lincoln,	-	-	-
249	Topsfield,	-	-	-
250	Erving,	-	-	-
251	Lakeville,	-	-	-
252	Middleton,	-	-	-
253	New Marlborough,	-	-	-
254	Sudbury,	\$115 62	20 00	135 62
255	Hinsdale,	-	-	-
256	Stow,	-	-	-
257	Rochester,	2,680 33	28 50	2,708 83
258	Longmeadow,	1,515 28	-	1,515 28
259	Oak Bluffs,	-	-	-
260	Orleans,	-	-	-
261	Hubbardston,	-	-	-
262	North Reading,	-	55 00	55 00
263	Sunderland,	1,240 00	7 85	1,247 85
264	Harvard,	-	-	-
265	Wellfleet,	-	-	-
266	Southwick,	-	-	-
267	Wenham,	-	-	-
268	Charlemont,	42 22	46 04	88 26
269	Berkley,	-	-	-
270	Russell,	-	-	-
271	Norfolk,	320 57	86 23	406 80
272	Ashfield,	-	-	-
273	Becket,	-	-	-
274	Lanesborough,	-	-	-
275	Gill,	-	-	-
276	Lynnfield,	129 50	34 70	164 20
277	Berlin,	-	-	-
278	Ashby,	-	124 45	124 45
279	Mendon,	-	-	-
280	Enfield,	-	-	-
281	Southampton,	-	-	-
282	Brimfield,	-	208 49	208 49
283	Whately,	-	-	-
284	Tyngsborough,	-	442 36	442 36

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

EXPENDITURES FOR SUPPORT OF PUBLIC SCHOOLS.			Voluntary contributions.	Town's share of State School Fund income paid Jan. 25, 1912.	Unexpended balance of State School Fund income on July 1, 1912.
From local taxation.	From other sources.	Expenditures for high school support.			
\$6,149 03	\$1,854 82	-	-	\$907 10	\$907 10
6,099 91	1,617 43	-	-	654 74	-
4,614 72	2,352 78	\$1,366 25	\$150 00	1,057 11	-
7,033 92	2,053 02	2,486 48	-	1,159 47	-
2,180 14	1,886 41	-	-	1,079 74	-
5,694 68	2,005 18	2,447 91	-	755 68	-
4,439 55	1,404 74	1,952 44	-	654 74	-
9,394 04	-	3,584 87	-	-	-
10,251 44	171 70	-	37 50	-	-
4,034 17	1,342 48	1,490 00	-	755 68	-
4,465 35	1,858 13	-	-	1,057 11	-
4,052 46	3,327 77	-	-	1,057 10	534 60
4,181 30	2,404 97	-	-	1,309 47	540 50
4,626 45	1,880 68	1,276 05	-	905 68	-
7,987 48	1,906 99	3,442 91	198 40	907 10	-
5,231 32	2,206 30	-	-	1,309 47	-
5,945 53	2,663 42	-	-	1,159 47	-
4,034 58	3,068 17	-	-	1,057 10	13 95
6,670 42	1,096 50	-	-	907 10	-
5,308 40	462 50	1,652 25	-	150 00	52 82
4,177 80	3,023 65	2,686 46	-	1,309 47	-
4,071 88	1,758 65	1,022 00	-	1,057 10	-
2,635 33	3,192 02	-	40 00	1,057 10	-
5,009 47	2,357 10	-	-	1,309 47	-
6,014 50	1,530 96	3,850 00	-	1,159 47	241 83
3,977 04	879 00	1,131 67	-	654 73	-
3,916 30	2,659 77	-	10 00	905 68	-
7,173 68	550 00	-	-	-	-
4,755 94	2,828 67	2,244 94	-	1,057 11	-
2,259 82	2,574 71	-	-	1,257 10	-
4,456 60	1,432 10	-	-	1,057 10	-
5,309 10	1,831 60	-	-	1,309 47	-
3,049 86	3,502 60	2,596 43	-	905 69	-
2,953 77	2,761 00	-	-	1,309 47	111 97
4,239 21	2,086 12	-	-	1,057 10	-
2,447 76	2,093 44	-	-	1,105 69	-
3,526 77	1,989 83	-	-	1,057 10	-
3,158 27	2,936 34	-	-	1,309 47	160 69
4,057 20	1,995 64	1,212 17	-	1,309 48	1 80
4,367 56	2,953 13	1,400 00	-	1,309 47	-
3,984 68	2,744 05	-	-	1,057 11	4 37
2,235 00	2,600 30	-	-	1,257 10	197 14
3,305 67	1,787 43	-	-	1,309 47	1,138 79
2,186 74	1,621 47	-	-	1,105 68	-
4,035 75	2,313 64	-	-	1,309 47	-

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	Population—United States Census of 1910.	Valuation — April 1, 1911.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1911.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
285	Princeton, . . .	818	\$1,379,768	9	139	102
286	Dover, . . .	798	5,869,539	5	138	105
287	Royalston, . . .	792	705,414	8	150	111
288	Granville, . . .	781	485,190	8	152	121
289	Bolton, . . .	764	585,792	5	126	94
290	Granby, . . .	761	546,805	6	143	96
291	Petersham, . . .	757	1,127,263	7	146	124
292	Bernardston, . . .	741	460,791	5	126	92
293	Dana, . . .	736	411,961	5	112	87
294	Leverett, . . .	728	325,414	6	127	91
295	Boxford, . . .	718	1,466,839	6	120	101
296	Blandford, . . .	717	598,234	9	122	101
297	Boylston, . . .	714	517,275	4	165	119
298	Truro, . . .	655	393,035	5	140	109
299	Richmond, . . .	650	571,206	6	113	90
300	Hampden, . . .	645	406,580	6	129	97
301	New Salem, . . .	639	371,440	6	80	59
302	Cummington, . . .	637	334,557	8	107	91
303	Brewster, . . .	631	854,695	4	122	85
304	Egremont, . . .	605	499,234	3	70	49
305	Burlington, . . .	591	734,848	3	93	63
306	Worthington, . . .	569	366,021	7	115	83
307	Sandisfield, . . .	566	374,277	6	102	71
308	Plympton, . . .	561	398,198	3	107	81
309	Oakham, . . .	552	369,893	5	89	73
310	Carlisle, . . .	551	484,625	3	82	68
311	Halifax, . . .	550	638,833	3	88	72
312	Chesterfield, . . .	536	337,853	5	85	58
313	Eastham, . . .	518	466,565	3	105	73
314	Savoy, . . .	503	183,055	7	90	64
315	Wendell, . . .	502	458,470	5	91	53
316	Otis, . . .	494	257,230	6	101	84
317	Warwick, . . .	477	449,525	4	100	75
318	Pelham, . . .	467	351,705	4	110	83
319	Hancock, . . .	465	308,758	5	94	63
320	New Braintree, . . .	464	403,455	4	84	59
321	Rowe, . . .	456	195,150	5	89	66
322	Greenwich, . . .	452	255,667	2	77	63
323	West Tisbury, . . .	437	608,399	4	66	48
324	Phillipston, . . .	426	290,248	4	80	57
325	Hawley, . . .	424	194,206	8	101	75
326	Westhampton, . . .	423	248,785	6	103	78
327	Paxton, . . .	416	388,157	3	86	54
328	Dunstable, . . .	408	484,516	3	72	44
329	Plainfield, . . .	406	192,386	5	61	46

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
150	-	14	100	128	118	93	6
134	-	9	93	118	108	91	10
169	2	1	138	138	128	93	-
148	-	7	128	122	113	93	-
127	-	12	90	116	107	92	4
155	-	18	101	140	128	92	7
157	1	27	107	146	137	94	15
161	1	19	100	134	123	92	10
103	-	3	89	97	93	96	7
129	-	4	97	125	116	93	5
123	1	-	103	99	90	91	2
123	1	3	96	103	90	87	2
141	-	5	132	131	120	92	7
144	-	7	115	121	113	93	12
106	1	1	84	105	88	84	3
132	1	1	82	121	112	92	4
108	1	29	70	93	87	93	5
108	1	4	91	97	95	96	8
83	-	13	42	72	66	92	5
66	6	3	49	55	50	91	-
82	-	-	61	78	72	93	4
129	-	5	98	105	96	86	8
100	-	4	72	83	77	93	6
96	-	1	74	86	78	91	8
95	-	3	66	79	74	94	3
82	-	1	68	79	71	90	3
94	-	4	69	83	79	95	6
90	-	10	64	83	76	91	4
96	-	4	66	95	88	93	9
90	-	-	64	78	71	91	2
65	-	7	45	60	57	95	1
109	-	1	84	83	73	88	-
106	1	2	84	91	81	89	2
112	-	2	90	95	88	93	-
101	3	4	73	81	72	89	6
79	-	2	53	67	61	92	7
81	1	1	58	67	64	95	4
46	-	1	35	42	38	90	1
68	-	6	47	61	52	86	2
78	1	3	58	68	62	90	6
93	-	-	78	82	77	94	5
107	2	2	80	87	81	93	3
70	-	1	52	63	57	90	7
70	-	6	48	57	52	92	5
66	-	3	38	55	52	93	5

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
285	Princeton,	1	8	—	2	7	8-10	
286	Dover,	2	5	—	3	3	9-12	
287	Royalston,	1	7	1	—	1	8-19	
288	Granville,	—	7	1	—	3	8-15	
289	Bolton,	1	5	1	1	2	9-7	
290	Granby,	1	6	—	2	3	9	
291	Petersham,	2	8	—	3	6	9-9	
292	Bernardston,	1	5	—	2	—	8-13	
293	Dana,	—	5	—	—	2	8-18	
294	Leverett,	1	5	—	—	—	8-17	
295	Boxford,	—	6	—	—	3	9-3	
296	Blandford,	—	8	—	—	2	7-6	
297	Boylston,	—	4	—	—	3	9-2	
298	Truro,	—	5	—	—	1	9-7	
299	Richmond,	—	6	—	—	3	8-10	
300	Hampden,	—	6	1	—	6	8-5	
301	New Salem,	1	8	—	2	1	8-5	
302	Cummington,	—	8	—	—	1	8-9	
303	Brewster,	1	4	—	2	1	9-5	
304	Egremont,	—	3	—	—	3	9-9	
305	Burlington,	—	3	—	—	1	9-11	
306	Worthington,	1	6	1	—	1	8-18	
307	Sandisfield,	1	5	—	—	—	8-10	
308	Plympton,	1	2	—	—	—	9	
309	Oakham,	—	5	—	—	1	8-5	
310	Carlisle,	3	—	—	—	1	9-5	
311	Halifax,	—	3	1	—	1	9-1	
312	Chesterfield,	1	4	1	—	—	8-11	
313	Eastham,	—	3	—	—	2	8-14	
314	Savoy,	—	7	—	—	3	8	
315	Wendell,	—	5	—	—	2	9	
316	Otis,	—	6	—	—	—	8	
317	Warwick,	—	4	—	—	1	9	
318	Pelham,	—	4	—	—	2	9	
319	Hancock,	—	5	—	—	1	8-15	
320	New Braintree,	—	4	—	—	3	9	
321	Rowe,	—	5	—	—	4	8-3	
322	Greenwich,	—	2	—	—	1	8-18	
323	West Tisbury,	—	4	1	1	2	8-17	
324	Phillipston,	—	4	—	—	2	8-15	
325	Hawley,	—	8	—	—	2	8-3	
326	Westhampton,	—	6	—	—	2	8-7	
327	Paxton,	1	2	—	—	1	9-5	
328	Dunstable,	—	3	1	—	1	9	
329	Plainfield,	—	5	—	—	1	8-2	

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	9-13	1	4	6	3	2	-	3
1	10	3	7	16	3	6	-	5
-	-	-	-	-	-	-	-	-
1	9-13	2	5	15	2	6	-	1
1	9-16	2	14	9	4	2	2	1
1	9-17	4	18	20	9	8	4	5
1 ¹	9-13	2	7	22	1	6	-	6
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1 ²	9-5	1	8	8	5	2	2	4
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	9-17	3	15	17	2	4	3	6
1	10	2	8	9	3	1	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	8-17	1	8	3	6	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1	8-13	1	7	12	2	3	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-

¹ Powers Institute.² Barker Free School.

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.			
		SCHOOL COMMITTEE.		SUPERINTENDENCE OF SCHOOLS AND ENFORCEMENT OF LAW.	
		Salaries.	Other expenses.	Salaries.	Other expenses.
285	Princeton,	\$103 00	—	\$300 00	\$48 32
286	Dover,	220 83	\$46 41	320 00	—
287	Royalston,	105 00	2 25	340 00	9 38
288	Granville,	35 00	12 92	450 00	3 50
289	Bolton,	60 00	30 25	380 00	27 00
290	Granby,	70 00	17 00	445 24	11 49
291	Petersham,	95 00	20 67	360 00	23 92
292	Bernardston,	60 00	9 35	245 52	5 98
293	Dana,	60 00	10 00	394 68	9 25
294	Leverett,	63 00	3 00	436 18	6 70
295	Boxford,	—	—	321 63	—
296	Blandford,	—	24 59	362 04	52 30
297	Boylston,	75 00	5 00	200 00	6 09
298	Truro,	90 00	3 00	242 43	1 00
299	Richmond,	—	20 50	525 00	21 03
300	Hampden,	77 00	4 60	300 00	11 72
301	New Salem,	25 00	12 98	631 60	10 66
302	Cummington,	40 00	9 29	444 40	9 99
303	Brewster,	95 00	—	257 26	—
304	Egremont,	51 95	14 85	300 00	5 93
305	Burlington,	—	15 75	270 00	—
306	Worthington,	75 00	—	375 00	—
307	Sandisfield,	56 55	21 82	375 00	5 00
308	Plympton,	55 00	15 50	220 00	10 45
309	Oakham,	66 02	—	248 75	—
310	Carlisle,	10 00	10 84	200 00	13 25
311	Halifax,	10 00	21 00	220 00	9 30
312	Chesterfield,	31 25	8 25	375 00	4 80
313	Eastham,	—	5 00	182 16	5 11
314	Savoy,	40 00	18 70	365 97	8 58
315	Wendell,	40 00	6 00	379 93	5 43
316	Otis,	30 00	5 00	300 00	5 60
317	Warwick,	—	21 00	360 00	5 00
318	Pelham,	—	3 00	350 00	10 90
319	Hancock,	30 25	16 00	421 66	—
320	New Braintree,	29 75	36 02	480 00	—
321	Rowe,	50 00	10 90	250 01	1 57
322	Greenwich,	40 00	5 00	157 92	—
323	West Tisbury,	20 00	—	240 00	11 40
324	Phillipston,	45 00	2 67	170 00	3 58
325	Hawley,	39 90	7 00	356 80	2 00
326	Westhampton,	—	—	225 00	5 31
327	Paxton,	50 00	—	170 04	6 15
328	Dunstable,	—	11 07	203 30	4 50
329	Plainfield,	33 85	13 47	277 78	9 01

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

SUPERVISORS.		Principals' salaries.	Teachers' salaries.	Text-books.	Stationery, supplies and miscellaneous.
Salaries.	Other expenses.				
-	-	\$700 05	\$3,250 48	\$50 00	\$177 55
\$687 25	-	2,200 00	3,386 75	210 96	270 97
360 00	-	-	3,300 00	77 27	94 58
-	-	-	2,575 20	105 14	140 12
185 00	-	700 00	2,366 00	175 85	80 32
160 34	\$85 25	792 00	2,791 64	148 42	164 06
-	-	1,000 00	5,307 00	208 50	541 36
190 00	-	800 00	1,997 00	66 10	105 16
-	-	-	2,256 00	26 12	120 71
-	-	-	2,251 50	73 67	62 92
320 00	48 46	-	2,207 45	19 28	98 27
290 00	-	-	2,423 60	45 82	154 62
185 00	-	575 00	1,475 00	90 82	124 89
-	-	-	2,155 00	167 85	50 00
216 00	-	-	2,099 60	33 95	37 83
200 00	18 49	-	2,338 00	100 00	93 66
-	-	1,146 00	2,614 50	123 02	154 77
-	-	-	2,723 00	234 92	-
400 00	-	750 00	1,781 21	100 00	92 97
-	-	-	1,471 53	40 24	76 30
180 00	9 20	575 00	1,000 00	77 64	72 57
96 00	-	-	2,390 00	76 00	159 92
-	-	-	1,949 20	70 05	55 52
-	-	-	1,557 00	69 10	72 61
-	-	-	1,778 60	91 25	47 84
-	-	-	1,268 80	35 23	73 58
-	-	-	1,575 00	73 11	58 12
-	-	-	1,870 91	117 35	54 06
123 29	-	-	1,350 00	110 15	167 18
-	-	-	2,168 00	88 78	51 24
-	-	-	1,623 00	13 83	95 35
-	-	-	1,904 00	147 36	100 43
-	-	-	1,566 20	88 40	28 27
-	-	-	1,619 00	37 23	24 15
-	-	-	1,818 00	68 00	162 88
-	-	-	1,758 00	100 00	116 59
-	-	-	1,563 50	8 50	111 85
-	-	-	963 00	37 92	38 85
-	-	-	1,665 00	80 22	32 84
200 00	-	-	1,624 00	53 54	225 70
-	-	-	2,553 50	29 77	79 09
-	-	-	2,076 15	70 42	46 68
-	-	-	1,254 00	79 44	27 45
29 00	-	-	1,293 00	57 62	54 37
-	-	-	1,700 25	102 01	72 14

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.		
		Janitors' service.	Fuel.	Miscellaneous expenses of operation.
285	Princeton,	\$515 10	\$288 71	-
286	Dover,	600 00	553 11	\$127 18
287	Royalston,	219 62	298 27	-
288	Granville,	106 06	82 10	5 00
289	Bolton,	262 93	149 30	23 64
290	Granby,	218 11	260 66	14 98
291	Petersham,	528 76	549 15	132 25
292	Bernardston,	295 60	80 95	35 21
293	Dana,	540 00	287 94	35 00
294	Leverett,	85 00	90 00	-
295	Boxford,	113 00	203 50	193 85
296	Blandford,	20 50	116 00	-
297	Boylston,	419 00	340 94	50 23
298	Truro,	66 00	186 63	20 00
299	Richmond,	109 50	133 79	30 75
300	Hampden,	104 80	96 67	54 81
301	New Salem,	53 50	339 83	-
302	Cummington,	88 76	166 62	-
303	Brewster,	150 00	155 52	-
304	Egremont,	118 95	131 19	-
305	Burlington,	149 00	261 62	9 03
306	Worthington,	72 50	89 00	83 80
307	Sandisfield,	68 75	129 50	2 95
308	Plympton,	145 00	79 00	2 50
309	Oakham,	84 50	159 43	-
310	Carlisle,	369 38	199 45	-
311	Halifax,	163 80	250 93	5 25
312	Chesterfield,	86 40	82 53	-
313	Eastham,	222 50	120 43	-
314	Savoy,	20 00	74 75	5 37
315	Wendell,	30 00	56 50	-
316	Otis,	27 25	75 00	-
317	Warwick,	237 75	146 55	6 13
318	Pelham,	35 50	55 55	72 98
319	Hancock,	64 39	56 48	-
320	New Braintree,	153 20	66 75	490 00
321	Rowe,	53 75	86 12	5 84
322	Greenwich,	51 00	68 60	6 95
323	West Tisbury,	186 30	146 31	35 51
324	Phillipston,	80 65	70 25	4 50
325	Hawley,	55 15	76 75	2 00
326	Westhampton,	38 30	92 20	8 00
327	Paxton,	210 00	120 96	15 00
328	Dunstable,	288 00	63 41	3 00
329	Plainfield,	88 15	44 35	-

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

Repairs, replacement and upkeep.	Libraries.	Promotion of health.	Transportation.	Miscellaneous expenses.	Total expenditure for the support of public schools, being the total of the eighteen preceding columns.
\$449 29	-	\$75 00	\$589 73	\$68 50	\$6,615 73
23 42	-	20 83	2,653 81	375 32	11,696 84
77 48	-	37 50	1,074 60	393 00	6,388 95
44 71	-	25 00	765 30	350 25	4,700 30
144 62	-	26 80	2,065 64	-	6,677 35
173 63	-	19 65	1,372 13	86 80	6,831 40
217 79	\$50 00	6 75	1,444 90	28 43	10,514 48
183 62	-	25 00	923 30	-	5,022 79
67 16	-	15 00	379 20	400 90	4,601 96
48 94	-	20 00	681 25	568 00	4,390 16
20 60	-	-	-	236 00	3,782 04
241 06	-	15 00	224 20	-	3,969 73
95 24	-	60 10	2,330 00	951 29	6,983 60
132 67	-	-	12 00	-	3,126 58
144 07	-	-	392 76	474 82	4,239 60
95 02	-	20 00	140 00	1,602 71	5,257 48
76 95	-	-	441 95	100 49	5,731 25
74 18	-	16 00	90 00	15 00	3,912 16
75 00	-	-	929 56	84 72	4,871 24
65 85	-	25 00	-	10 75	2,312 54
64 03	5 00	26 94	895 00	565 25	4,176 03
28 49	-	50 00	341 50	546 34	4,383 55
85 08	-	23 00	347 83	57 50	3,247 75
184 01	-	25 00	80 00	369 00	2,884 17
25 01	-	10 00	-	692 60	3,204 00
79 52	-	25 00	1,195 00	3 90	3,483 95
126 10	-	14 75	1,364 85	58 52	3,950 73
65 55	-	54 00	747 20	302 00	3,799 30
138 84	-	25 00	1,346 50	410 15	4,206 31
55 69	-	10 00	-	140 50	3,047 58
161 62	-	18 60	443 75	372 80	3,246 81
178 62	-	-	164 00	-	2,937 26
15 85	-	16 40	1,828 00	380 38	4,699 93
119 66	-	25 00	133 50	216 50	2,702 97
430 04	-	25 00	156 00	36 00	3,284 70
19 70	-	-	396 00	-	3,646 01
26 58	-	25 00	219 40	401 00	2,814 02
44 07	-	8 00	809 60	440 00	2,670 91
74 03	-	2 75	76 00	122 00	2,692 36
82 12	-	15 00	464 00	19 96	3,060 97
170 29	-	-	1 50	126 50	3,500 25
39 33	-	21 00	-	491 64	3,114 03
6 45	-	10 00	657 50	112 69	2,719 68
78 10	19 90	5 00	1,202 00	178 50	3,490 77
30 58	-	17 50	-	443 25	2,832 34

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR OUTLAY.		
		New grounds, buildings and alterations.	New equipment.	Total expenditure for outlay, being the total of the two preceding columns.
285	Princeton,	-	-	-
286	Dover,	\$367 49	\$649 63	\$1,017 12
287	Royalston,	-	25 62	25 62
288	Granville,	25 00	169 58	194 58
289	Bolton,	-	-	-
290	Granby,	-	3 65	3 65
291	Petersham,	-	1,080 00	1,080 00
292	Bernardston,	-	120 00	120 00
293	Dana,	-	-	-
294	Leverett,	-	-	-
295	Boxford,	426 61	-	426 61
296	Blandford,	-	-	-
297	Boylston,	-	16 80	16 80
298	Truro,	-	-	-
299	Richmond,	-	-	-
300	Hampden,	-	-	-
301	New Salem,	-	-	-
302	Cummington,	-	-	-
303	Brewster,	-	-	-
304	Egremont,	-	-	-
305	Burlington,	-	29 60	29 60
306	Worthington,	-	-	-
307	Sandisfield,	-	-	-
308	Plympton,	-	-	-
309	Oakham,	-	-	-
310	Carlisle,	131 23	-	131 23
311	Halifax,	-	-	-
312	Chesterfield,	-	-	-
313	Eastham,	-	-	-
314	Savoy,	-	-	-
315	Wendell,	-	-	-
316	Otis,	-	-	-
317	Warwick,	-	32 02	32 02
318	Pelham,	-	-	-
319	Hancock,	-	-	-
320	New Braintree,	-	-	-
321	Rowe,	-	-	-
322	Greenwich,	-	-	-
323	West Tisbury,	-	-	-
324	Phillipston,	-	15 35	15 35
325	Hawley,	-	-	-
326	Westhampton,	-	-	-
327	Paxton,	-	-	-
328	Dunstable,	-	-	-
329	Plainfield,	-	-	-

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

EXPENDITURES FOR SUPPORT OF PUBLIC SCHOOLS.					
From local taxation.	From other sources.	Expenditures for high school support.			
\$5,391 80	\$1,223 93	\$1,068 55	-	\$907 10	-
11,456 84	240 00	4,202 15	-	-	-
3,045 85	3,343 10	-	-	1,057 10	\$49 71
2,587 19	2,113 11	-	\$70 00	1,257 11	-
3,573 13	3,104 22	1,613 44	-	1,309 47	-
4,456 40	2,375 00	1,679 16	-	1,309 47	-
8,071 64	2,142 84	4,295 98	10 00	1,309 47	-
2,376 08	2,646 71	1,792 48	-	1,257 10	-
2,501 02	2,100 94	-	-	1,584 47	620 59
2,434 61	1,955 55	-	-	1,257 10	-
2,566 35	1,215 69	1,200 00	-	755 69	-
2,226 48	1,743 25	-	-	1,057 10	-
4,989 67	1,993 93	-	-	1,509 47	256 67
1,598 21	1,528 37	-	-	1,180 68	-
2,324 19	1,915 41	-	-	1,180 68	145 68
1,944 59	3,312 89	-	-	1,257 11	-
2,595 32	3,135 93	2,649 52	-	1,584 47	-
1,350 00	2,562 16	-	-	1,180 69	-
2,869 47	2,001 77	1,620 00	-	1,309 47	-
423 16	1,889 38	-	-	1,257 11	-
1,998 09	2,177 94	-	-	1,057 10	-
1,966 10	2,417 45	1,088 39	-	1,180 68	989 11
1,417 12	1,830 63	-	15 00	1,180 68	-
1,273 73	1,610 44	-	-	1,105 68	600 00
1,547 50	1,656 50	-	-	500 00	-
1,879 29	1,604 66	-	-	1,257 10	656 31
2,790 35	1,160 38	-	-	905 68	-
1,956 53	1,842 77	-	-	1,257 11	-
2,133 06	2,073 25	-	-	1,509 47	-
1,184 91	1,862 67	-	-	1,332 10	-
1,010 46	2,236 35	-	-	1,180 68	177 29
1,571 16	1,366 10	-	-	1,180 68	720 82
2,567 89	2,132 04	-	25 00	1,509 47	-
1,300 47	1,402 50	-	-	500 00	-
1,477 63	1,807 07	-	-	1,004 73	275 95
1,727 83	1,918 18	-	-	1,105 68	-
1,384 63	1,429 39	-	-	575 00	-
975 00	1,695 91	-	-	1,105 69	391 86
1,163 14	1,529 22	232 20	-	1,057 10	-
1,207 28	1,853 69	-	-	1,180 68	-
1,539 96	1,960 29	-	-	1,180 68	-
1,000 00	2,114 03	-	-	1,105 68	2,063 23
1,200 00	1,519 68	-	-	1,105 68	230 59
2,009 08	1,481 69	-	-	1,257 11	273 48
985 53	1,846 81	-	-	1,257 10	-

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12. — *Con.*

	TOWNS.	Population—United States Census of 1910.	Valuation — April 1, 1911.	Number of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1911.	
					Number of persons in towns between 5 and 15 years of age.	Number of persons in towns between 7 and 14 years of age.
330	Windsor, . . .	404	\$311,502	7	84	66
331	Florida, . . .	395	200,361	4	78	62
332	Monterey, . . .	388	336,362	3	69	58
333	Tyringham, . . .	382	362,621	4	65	47
334	Leyden, . . .	363	175,845	5	83	62
335	Middlefield, . . .	354	213,433	7	94	79
336	Heath, . . .	346	192,243	3	68	49
337	Wales, . . .	345	287,259	2	56	38
338	Prescott, . . .	320	195,932	4	52	39
339	Boxborough, . . .	317	286,084	4	71	49
340	Chilmark, . . .	282	352,277	2	30	24
341	Goshen, . . .	279	199,120	4	61	53
342	Washington, . . .	277	295,840	4	48	34
343	Alford, . . .	275	186,966	3	60	43
344	Mashpee, . . .	270	236,500	2	43	35
345	Shutesbury, . . .	267	261,549	2	37	24
346	Monroe, . . .	246	167,550	4	35	25
347	Peru, . . .	237	142,422	3	33	24
348	Montgomery, . . .	217	159,537	3	39	27
349	Tolland, . . .	180	229,284	1	36	24
350	Gay Head, . . .	162	42,194	1	33	29
351	Gosnold, . . .	152	713,340	1	13	13
352	Holland, . . .	145	109,353	1	13	12
353	Mount Washington, . . .	110	108,004	2	10	7
354	New Ashford, . . .	92	54,890	1	15	12
	Totals, . . .	417,205	\$421,867,690	2,331	71,480	53,285
	State, . . .	3,366,416	\$4,077,235,263	12,396	577,160	415,408

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

SCHOOL MEMBERSHIP, ATTENDANCE AND GRADUATION DATA FOR THE SCHOOL YEAR.

Number of different pupils of all ages in the public schools during the school year.	Number of different pupils within the year under 5 years of age.	Number of different pupils within the year over 15 years of age.	Number of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	Number graduated from grammar schools.
98	1	-	75	75	67	89	4
73	-	-	60	71	65	92	4
69	-	-	58	44	40	91	-
66	1	-	51	52	47	91	-
84	1	3	69	71	63	89	3
115	1	5	78	87	79	91	7
62	-	-	52	57	53	94	4
52	-	-	43	43	38	88	-
50	-	3	36	47	44	94	1
61	1	2	51	59	52	88	7
29	-	-	24	25	22	87	-
64	-	3	53	47	43	91	4
39	-	-	29	32	27	87	2
58	-	-	42	48	44	92	-
39	-	-	33	37	34	91	1
34	-	1	26	31	29	94	-
42	-	1	30	39	36	91	3
31	1	2	23	28	26	94	6
38	-	1	33	36	32	90	2
26	-	-	20	20	18	94	-
40	-	5	29	34	32	94	2
16	-	3	13	14	13	91	-
15	-	-	13	13	11	90	-
21	-	2	13	13	12	94	1
18	-	3	15	16	13	83	-
73,470	319	6,530	51,597	65,676	60,675	92	3,836
546,914	8,420	59,272	347,819	492,311	458,065	93	28,432

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	TEACHERS.						Average number of months public schools have been kept during the year.
		NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Number of teachers who have graduated from normal schools.		
		Men.	Women.	In elementary schools.	In high schools.			
330	Windsor,	1	5	-	-	4	8	
331	Florida,	-	4	-	-	3	8-2	
332	Monterey,	1	2	-	-	-	9	
333	Tyringham,	-	4	-	-	-	9-1	
334	Leyden,	-	5	-	-	3	8-10	
335	Middlefield,	-	7	-	-	6	8-12	
336	Heath,	-	3	-	-	1	8-7	
337	Wales,	-	2	-	-	-	8-18	
338	Prescott,	-	4	-	-	2	8-19	
339	Boxborough,	-	4	-	-	3	8-16	
340	Chilmark,	1	1	1	-	1	8-10	
341	Goshen,	-	3	-	-	1	8-4	
342	Washington,	-	4	-	-	3	9-5	
343	Alford,	-	3	-	-	3	9-10	
344	Mashpee,	1	1	-	-	-	8-17	
345	Shutesbury,	-	2	-	-	-	8-17	
346	Monroe,	-	4	-	-	2	8	
347	Peru,	-	3	-	-	-	8-10	
348	Montgomery,	-	3	-	-	2	8-4	
349	Tolland,	-	1	-	-	1	9-5	
350	Gay Head,	-	2	-	-	-	9	
351	Gosnold,	1	-	-	-	1	9	
352	Holland,	-	1	-	-	1	9	
353	Mount Washington,	-	2	-	-	-	9-17	
354	New Ashford,	-	1	-	-	-	8-15	
	Totals,	219	2,480	63	372	1,196	9	
	State,	1,615	14,818	513	2,066	8,619	9-6	

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

HIGH SCHOOLS.

Number of high schools.	Length of high school year.	Number of teachers.	NUMBER OF PUPILS.		NUMBER OF PUPILS ADMITTED TO THE FRESHMAN CLASS.		NUMBER OF GRADUATES.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
142	9-9	469	3,548	4,657	1,384	1,555	439	743
270	9-10	2,728	31,528	37,791	12,262	13,366	3,774	5,681

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.			
		SCHOOL COMMITTEE.		SUPERINTENDENCE OF SCHOOLS AND ENFORCEMENT OF LAW.	
		Salaries.	Other expenses.	Salaries.	Other expenses.
330	Windsor,	\$40 00	\$5 00	\$331 87	-
331	Florida,	79 00	-	182 67	\$3 13
332	Monterey,	35 00	-	300 00	8 85
333	Tyringham,	30 00	3 00	180 00	1 00
334	Leyden,	35 00	-	360 00	-
335	Middlefield,	22 00	10 81	285 61	17 66
336	Heath,	38 40	15 76	151 36	6 35
337	Wales,	-	-	238 75	3 03
338	Prescott,	33 00	24 64	342 16	17 83
339	Boxborough,	25 00	2 84	309 96	9 18
340	Chilmark,	42 00	3 00	159 96	-
341	Goshen,	11 00	8 00	222 20	-
342	Washington,	30 00	6 00	122 69	26 98
343	Alford,	-	33 09	234 56	-
344	Mashpee,	-	30 00	10 09	160 00
345	Shutesbury,	40 00	2 95	152 63	3 25
346	Monroe,	30 00	2 50	183 31	11 41
347	Peru,	30 00	4 00	237 04	6 50
348	Montgomery,	20 00	28 09	155 16	-
349	Tolland,	55 00	5 00	150 00	-
350	Gay Head,	20 00	-	80 00	-
351	Gosnold,	30 00	-	-	-
352	Holland,	24 00	3 00	84 14	-
353	Mount Washington,	-	-	160 00	-
354	New Ashford,	36 25	19 30	85 19	1 15
	Totals,	\$18,607 57	\$7,159 18	\$134,727 92	\$7,045 29
	State,	\$64,917 34	\$152,621 75	\$398,247 40	\$111,232 12

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

SUPERVISORS.		Principals' salaries.	Teachers' salaries.	Text-books.	Stationery, supplies and miscellaneous.
Salaries.	Other expenses.				
-	-	-	\$2,109 00	\$159 50	\$239 19
-	-	-	1,475 00	49 22	34 09
-	-	-	1,598 05	-	77 71
-	-	-	1,430 50	-	43 72
-	-	-	1,865 00	25 00	59 59
-	-	-	3,113 00	81 12	112 46
\$80 00	-	-	1,070 00	18 00	62 53
95 94	-	\$468 00	360 00	24 01	10 97
-	-	-	1,392 00	44 85	38 23
108 00	-	-	1,541 00	40 00	91 00
-	-	-	990 00	40 04	57 96
-	-	-	1,451 40	96 12	20 70
-	-	-	1,928 00	12 82	50 27
211 75	-	-	1,456 00	-	147 39
15 33	-	-	841 00	50 68	47 65
-	-	-	780 00	4 99	35 00
-	-	-	1,341 00	10 10	59 14
-	-	-	1,480 00	170 54	373 32
128 00	-	-	946 00	50 00	19 24
-	-	-	444 00	-	126 43
-	-	-	988 80	53 00	51 73
-	-	-	532 50	15 87	38 30
66 89	-	-	468 00	11 26	7 09
-	-	-	1,000 00	72 83	84 50
-	-	-	526 00	6 41	26 26
\$43,039 01	\$4,336 15	\$239,837 66	\$1,089,042 66	\$69,318 00	\$76,399 36
\$306,569 96	\$16,442 68	\$1,592,147 35	\$11,076,576 95	\$502,748 68	\$583,302 50

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.		
		Janitors' service.	Fuel.	Miscellaneous expenses of operation.
330	Windsor,	\$32 00	\$62 00	-
331	Florida,	50 50	56 34	\$11 60
332	Monterey,	57 25	66 50	353 45
333	Tyringham,	54 00	111 82	-
334	Leyden,	44 00	-	-
335	Middlefield,	72 50	127 75	-
336	Heath,	19 15	22 67	-
337	Wales,	90 00	83 50	27 68
338	Prescott,	48 50	62 00	2 85
339	Boxborough,	35 50	122 25	-
340	Chilmark,	72 00	46 59	36 55
341	Goshen,	51 15	85 38	-
342	Washington,	41 65	83 00	-
343	Alford,	86 65	44 00	-
344	Mashpee,	193 10	105 78	58 51
345	Shutesbury,	23 75	25 38	-
346	Monroe,	41 00	101 18	-
347	Peru,	19 00	25 50	-
348	Montgomery,	15 45	42 50	-
349	Tolland,	12 50	17 50	-
350	Gay Head,	36 00	44 28	17 00
351	Gosnold,	18 00	22 50	17 20
352	Holland,	34 70	14 00	-
353	Mount Washington,	29 00	48 00	58 68
354	New Ashford,	39 00	22 50	1 25
	Totals,	\$146,235 25	\$128,356 30	\$23,574 79
	State,	\$1,290,040 98	\$825,771 72	\$228,199 46

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS — *Con.*

Repairs, replacement and upkeep.	Libraries.	Promotion of health.	Transportation.	Miscellaneous expenses.	Total expenditure for the support of public schools, being the total of the eighteen preceding columns.
\$103 61	-	\$25 00	\$280 37	\$144 00	\$3,531 54
217 53	-	30 00	261 50	162 74	2,613 32
43 54	-	-	645 90	-	3,186 25
74 09	-	20 00	30 00	253 82	2,231 95
145 76	-	36 00	-	74 21	2,644 56
118 56	-	-	55 10	140 00	4,156 57
7 56	-	25 00	986 18	45 00	2,547 96
56 21	-	25 00	571 00	74 00	2,128 09
7 85	-	-	519 50	416 64	2,950 05
189 33	-	10 00	245 73	425 25	3,155 04
368 67	-	-	-	310 00	2,126 77
10 02	-	6 00	271 10	6 20	2,239 27
125 52	\$19 60	10 00	-	124 50	2,581 03
-	-	15 00	-	14 07	2,242 51
38 33	-	20 00	241 75	260 00	2,072 22
5 74	-	15 00	526 83	27 90	1,643 42
52 13	-	40 00	69 50	135 00	2,076 27
23 99	-	10 00	180 00	152 00	2,711 89
7 75	-	10 00	445 00	1 50	1,868 69
-	-	20 00	951 60	76 00	1,858 03
4 00	-	-	-	129 00	1,423 81
78 94	-	-	-	-	753 31
-	-	15 00	237 00	-	965 08
-	-	10 00	-	-	1,463 01
49 65	-	10 00	123 20	-	946 16
\$103,583 11	\$502 90	\$13,302 44	\$233,987 59	\$104,190 52	\$2,443,245 70
\$799,542 55	\$2,848 92	\$118,940 28	\$362,185 09	\$336,869 12	\$18,769,204 85

GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

	TOWNS.	EXPENDITURES FOR OUTLAY.		
		New grounds, buildings and alterations.	New equipment.	Total expenditure for outlay, being the total of the two preceding columns.
330	Windsor,	-	-	-
331	Florida,	-	-	-
332	Monterey,	-	-	-
333	Tyringham,	-	-	-
334	Leyden,	-	-	-
335	Middlefield,	-	-	-
336	Heath,	-	-	-
337	Wales,	-	-	-
338	Prescott,	-	-	-
339	Boxborough,	-	-	-
340	Chilmark,	-	-	-
341	Goshen,	-	-	-
342	Washington,	-	-	-
343	Alford,	-	-	-
344	Mashpee,	-	-	-
345	Shutesbury,	-	-	-
346	Monroe,	-	-	-
347	Peru,	-	-	-
348	Montgomery,	-	-	-
349	Tolland,	\$50 00	-	\$50 00
350	Gay Head,	-	-	-
351	Gosnold,	-	-	-
352	Holland,	-	-	-
353	Mount Washington,	-	-	-
354	New Ashford,	-	-	-
	Totals,	\$185,526 43	\$26,131 59	\$211,658 02
	State,	\$3,469,940 96	\$263,788 54	\$3,733,729 50

SCHOOL RETURNS.

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GROUP III. TOWNS. POPULATION LESS THAN 5,000. — 1911-12 — *Con.*

EXPENDITURES FOR SUPPORT OF PUBLIC SCHOOLS.			Voluntary contributions.	Town's share of State School Fund income paid Jan. 25, 1912.	Unexpended balance of State School Fund income on July 1, 1912.
From local taxation.	From other sources.	Expenditures for high school support.			
\$2,339 05	\$1,192 49	-	-	\$1,257 10	\$332 36
1,510 69	1,102 63	-	-	1,180 69	439 31
1,000 00	2,186 25	-	-	1,509 47	354 01
663 35	1,568 60	-	-	1,257 10	-
891 51	1,753 05	-	-	1,180 68	427 23
1,437 17	2,719 40	-	-	1,584 47	-
1,076 16	1,471 80	-	-	1,257 11	-
738 39	1,389 70	-	-	1,105 68	1,120 97
949 44	2,000 61	-	\$10 00	1,509 47	576 98
1,250 00	1,905 04	-	-	1,105 69	495 90
627 72	1,499 05	-	-	500 00	183 42
611 00	1,628 27	-	-	1,079 73	1,018 90
1,129 02	1,452 01	-	-	1,105 68	1,079 73
500 00	1,742 51	-	-	1,004 74	237 29
827 50	1,244 72	-	-	575 00	-
654 37	989 05	-	-	500 00	517 46
904 90	1,171 37	-	-	1,004 73	373 48
794 58	1,917 31	-	-	1,332 10	-
600 00	1,268 69	-	-	1,105 68	800 28
756 45	1,101 58	-	-	500 00	-
135 89	1,287 92	-	-	1,105 69	576 96
75 00	678 31	-	-	300 00	45 52
300 00	665 08	-	-	1,004 73	3,319 45
238 94	1,224 07	-	-	575 00	1,062 10
150 00	796 16	-	-	575 00	632 45
\$1,992,395 13	\$450,850 57	\$480,366 18	\$4,246 98	\$226,580 39	\$43,825 70
\$17,817,997 42	\$951,207 43	\$3,990,923 18	\$11,223 59	\$227,664 86	\$43,825 70

EVENING SCHOOLS.

A. — Table showing the number and location of public evening schools kept during the school year 1910-11, and cost of their maintenance.

CITIES AND TOWNS.	Number of schools.	ATTENDANCE.			Average number of evenings.	Number of teachers.	Expense.
		Males.	Females.	Average.			
Adams,	13	119	140	190	42	14	\$898 50
Athol,	1	62	21	40	48	6	300 00
Attleborough,	3	226	77	145	35	11	1,023 30
Beverly,	8	291	55	156	263	9	1,322 63
Boston,	19	11,702	8,633	7,313	88	384	128,998 49
Brockton,	4	830	771	862	60	63	9,862 38
Brookline,	2	88	72	90	60	9	1,960 63
Cambridge,	8	1,410	1,147	981	63	86	15,283 94
Chelsea,	1	557	273	318	80	22	4,122 13
Chicopee,	2	330	113	262	40	37	2,457 48
Clinton,	2	151	102	90	58	11	1,151 50
Douglas,	1	2	—	92	20	2	—
Dudley,	1	48	28	22	49	3	236 45
Easthampton,	7	79	37	80	30	7	232 50
Everett,	4	363	215	309	61	24	3,423 25
Fall River,	65	1,936	685	1,240	46	139	11,056 69
Fitchburg,	4	511	111	231	64	29	3,200 00
Framingham,	2	118	89	93	50	14	1,754 57
Gardner,	1	266	38	151	38	30	988 75
Gloucester,	2	77	47	38	32	3	150 00
Greenfield,	1	93	10	48	33	4	261 18
Haverhill,	6	520	200	500	60	50	2,900 00
Holyoke,	5	1,243	632	694	77	76	12,244 61
Lawrence,	5	1,358	680	1,223	66	92	11,756 74
Leominster,	1	235	63	95	44	16	1,021 00
Lowell,	17	2,554	1,190	1,614	69	146	21,483 36
Lynn,	3	1,835	580	766	73	48	10,587 53
Malden,	3	647	415	457	57	39	6,256 84
Marlborough,	4	71	49	63	50	6	500 00
Medford,	1	122	56	79	44	11	1,113 57
Milford,	1	178	44	127	36	13	738 00
Millbury,	1	22	5	15	75	2	298 73
Montague,	2	100	30	64	38	5	305 90
Natick,	2	110	117	150	60	6	676 89
New Bedford,	7	2,092	855	1,037	48	79	7,940 62
Newburyport,	1	165	36	125	69	9	1,008 00
Newton,	3	342	142	270	48	22	2,211 31
North Adams,	3	177	63	77	40	8	952 91
North Attleborough,	1	48	41	30	33	4	775 00
Northampton,	2	62	28	56	60	7	600 63
Northbridge,	9	121	48	100	37	10	640 70
Norton,	1	23	—	75	31	2	58 75
Peabody,	1	234	—	124	32	11	557 81
Pittsfield,	10	406	108	150	49	13	1,426 20
Plymouth,	2	84	62	92	60	7	414 00
Quincy,	4	466	111	246	40	17	2,000 00
Revere,	2	125	44	73	43	5	504 73

SCHOOL RETURNS.

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A. — Table showing the number and location of public evening schools, etc.
— Concluded.

CITIES AND TOWNS.	Number of schools.	ATTENDANCE.			Average number of evenings.	Number of teachers.	Expense.
		Males.	Females.	Average.			
Rockland,	1	72	12	31	44	2	\$181 17
Salem,	4	436	163	74	76	21	2,740 75
Somerville,	4	1,007	320	604	71	45	9,014 42
Southbridge,	4	84	71	104	48	8	657 78
Springfield,	5	1,879	794	1,050	81	90	15,462 16
Stoughton,	1	48	7	30	36	3	186 00
Taunton,	9	442	123	373	39	38	3,761 71
Uxbridge,	2	44	26	44	30	3	144 00
Wakefield,	1	64	18	54	60	5	902 25
Waltham,	3	245	83	171	46	16	1,967 25
Watertown,	2	119	12	29	39	6	332 00
Webster,	2	89	35	63	50	7	617 67
Westfield,	1	101	88	89	39	8	642 53
Winchester,	1	—	25	9	28	1	78 00
Woburn,	1	209	33	44	36	9	468 90
Worcester,	27	2,295	979	1,611	110	135	35,784 97
Totals (63 towns), .	316	39,733	21,052	25,433	3,432	2,008	\$350,608 76

B. — Table showing the number and location of public evening schools kept during the school year 1911-12, and cost of their maintenance.

CITIES AND TOWNS.	Number of schools.	ATTENDANCE.			Average number of evenings.	Number of teachers.	Expense.
		Males.	Females.	Average.			
Adams,	9	92	126	177	42	10	\$727 50
Amesbury,	1	126	41	84	28	10	800 00
Amherst,	1	10	22	17	25	3	121 00
Ashburnham,	1	19	1	12	30	2	64 50
Athol,	1	70	29	57	48	6	450 00
Attleborough,	3	270	135	202	35	14	1,162 03
Beverly,	10	236	63	180	477	10	2,683 91
Boston,	26	11,802	8,600	8,197	80	422	114,482 29
Brockton,	4	1,172	870	1,056	60	66	7,065 88
Brookline,	2	35	138	103	62	9	1,969 63
Cambridge,	8	1,457	1,226	1,143	60	90	15,024 58
Chelsea,	1	681	369	495	80	28	5,101 35
Chicopee,	2	200	174	255	40	34	2,269 44
Clinton,	1	142	132	108	68	9	836 25
Dighton,	1	28	1	20	36	2	137 00
Dudley,	1	25	22	15	49	2	300 00
Easthampton,	10	110	104	142	30	10	343 50
Everett,	3	340	255	317	61	20	4,907 58
Fall River,	69	2,390	949	1,546	47	159	12,418 01
Fitchburg,	5	408	149	300	65	40	3,800 00
Framingham,	2	93	72	98	39	14	1,609 23
Gardner,	1	315	61	259	35	37	1,234 00
Gloucester,	1	157	80	56	42	3	202 50
Greenfield,	1	85	22	54	50	3	243 00
Hanover,	1	39	14	23	32	2	93 16
Haverhill,	6	425	190	566	58	54	3,478 00
Holyoke,	5	1,151	966	1,164	70	85	11,615 53
Hudson,	1	35	6	16	32	3	212 00
Ipswich,	1	80	32	80	23	10	226 00
Lawrence,	5 ¹	—	—	—	—	—	—
Leominster,	1	150	51	85	48	15	955 50
Lowell,	18	2,330	1,216	1,755	67	138	21,342 48
Lynn,	3	1,664	566	882	65	54	9,616 98
Malden,	4	818	476	563	53	45	6,605 64
Marlborough,	4	73	53	65	50	6	500 00
Medford,	1	108	58	77	45	8	1,255 60
Methuen,	1	109	36	79	56	4	564 50
Milford,	1	224	43	141	33	14	794 00
Montague,	2	109	31	87	38	6	407 30
Natick,	2	108	106	126	57	6	621 75
New Bedford,	7	1,837	941	1,291	48	93	10,067 17
Newburyport,	2	178	47	132	68	11	1,662 00
Newton,	3	408	192	290	52	25	3,034 62
North Adams,	3	212	149	174	40	11	1,303 30
Northampton,	2	112	65	117	60	10	895 05
North Attleborough,	1	59	52	32	45	4	306 84
Northbridge,	9	112	31	96	45	10	721 50
Norwood,	8	380	83	130	78	15	1,761 44
Peabody,	1	277	48	191	45	15	955 00
Pittsfield,	10	469	104	172	54	15	2,127 83
Plymouth,	2	67	52	72	60	8	957 50
Quincy,	3	516	93	214	40	15	1,641 00
Revere,	1	90	34	45	60	4	571 00

¹ On account of strike in factories and falling off in attendance in evening schools, these schools were closed before end of term. No figures submitted.

B. — Table showing the number and location of public evening schools, etc.
— Concluded.

CITIES AND TOWNS.	Number of schools.	ATTENDANCE.			Average number of evenings.	Number of teachers.	Expense.
		Males.	Females.	Average.			
Rockland,	1	50	2	24	35	2	\$187 09
Rockport,	1	26	10	16	23	2	70 55
Salem,	4	491	399	117	71	23	3,226 28
Somerville,	3	1,069	746	645	70	47	8,878 59
Southbridge,	4	133	79	170	41	10	760 76
Springfield,	5	1,939	938	1,318	79	101	18,667 11
Stoughton,	1	67	17	55	36	3	186 00
Taunton,	8	382	149	341	42	37	3,671 46
Uxbridge,	2	46	24	50	30	4	120 00
Wakefield,	1	116	31	120	60	12	1,360 80
Walpole,	2	60	5	40	20	5	263 36
Waltham,	3	273	88	198	—	16	2,238 50
Watertown,	1	195	117	116	57	14	1,574 16
Webster,	2	86	42	59	50	8	365 25
Wellesley,	1	25	34	50	43	4	542 95
Westfield,	1	92	98	133	39	8	544 64
Winchester,	1	—	31	11	27	1	82 40
Winthrop,	1	115	86	67	52	6	846 83
Woburn,	1	149	73	57	38	9	570 77
Worcester,	27	2,152	1,083	1,691	110	133	35,995 37
Totals (73 towns), .	342	39,869	23,403	28,836	3,934	2,134	\$342,398 74

RETURNS OF SCHOOLS IN STATE INSTITUTIONS FOR THE SCHOOL YEAR 1910-11.¹

STATE INSTITUTIONS.	Number of schools in the institution.	Number of different pupils of all ages during the year.	Average attendance during the year.	Number under 5 years of age attending school.	No. over 15 years of age attending school.	Number between 5 and 15 years in the institution at the end of the school year.	NUMBER OF TEACHERS DURING THE YEAR.		WAGES OF TEACHERS PER MONTH.		Length of schooling.
							Males.	Females.	Males.	Females.	
State Industrial School for Girls, Lancaster,	10	531	274	-	498	33	-	12	-	\$29 16 ² to \$41 67 ²	10 mos.
Lyman School for Boys, Westborough,	9	683	324	-	177	191	3	12	\$66 66 ² to \$91 66 ²	\$37 50 ² to \$66 66 ²	44 wks.

¹ Statistics for a later school year not available at this time.

² And home.

GRADUATED TABLES.

In order to show the comparative standing of the towns and cities (1) in the taxes which they impose upon themselves for the support of their public schools, (2) in the ratio which these taxes bear to their respective valuations, and (3) in the ratio of the attendance upon the public schools to the whole number of children between five and fifteen, three graduated tables have been prepared.

For the sake of brevity as well as convenience of reference these tables may be named as follows:—

- I. Graduated taxation table.
- II. Graduated valuation table.
- III. Graduated attendance table.

I. Graduated Taxation Table.

In this table the towns and cities are classified or ranked according to the amounts which they severally raise by local taxation for the school support of each child in the average membership of the public schools. It is the average membership that more than any other factor determines the expense of the schools, and it is the expenditure for each child in the average membership that more than any other factor determines a town's liberality in matters of school support. In some places large numbers of children between five and fifteen are in private schools; the amount raised for the public schools is correspondingly reduced. Consequently the amounts of the local tax for each child between five and fifteen in such places are relatively small. To use such amounts, however, as evidence of the economy or the parsimony of towns would be illogical and unjust.

The amounts raised for school support by local taxation for each child in town between five and fifteen years of age are also given, together with the amounts raised for school support by local taxation *plus* the State and other contributions for each child in the average membership.

II. Graduated Valuation Table.

This table exhibits for the several towns and cities the ratios which the sums raised by taxation and expended for the support of the public schools bear to their respective assessed valuations. For convenience of apprehension the ratio in each case is expressed as so many dollars of tax on a thousand dollars of valuation.

III. *Graduated Attendance Table.*

This table exhibits for the several towns and cities the ratio in each case of the average attendance upon the public schools to the whole number of children between five and fifteen reported in the school census. If there are no private schools, the ratio is likely to be high. If there are no private schools and at the same time an unusually large proportion of the children under five and over fifteen are attending school, the ratio may exceed even a hundred per cent. On the other hand, if children attend private schools in any considerable number, the fact is reflected in a lower ratio.

NOTE. — The amount of *local taxation* for the *support* of the public schools includes, in addition to expenditures under this head as given in the past, any sums paid for ordinary repairs, replacement and upkeep. (See section 3, chapter 368, Acts of 1912.)

I. GRADUATED TAXATION TABLE.

Table showing for the several towns and cities of the State the comparative amounts of money expended for the support of public schools per child, as determined (1) by the number of children in the average membership of the public schools and (2) by the number of children between five and fifteen years of age in the town or city.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.		TOWNS AND CITIES.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —		Amount of local tax for school support for each child between 5 and 15 years of age.
			Local tax for support.	Local tax plus the State and other contributions.	
1910-11.	1911-12.	State, . . .	\$36 19	\$38 12	\$30 87
1	1	Dover, . . .	97 09	99 13	83 06
3	2	Weston, . . .	76 50	76 50	82 92
8	3	Milton, . . .	68 20	68 20	66 93
2	4	Lincoln, . . .	67 89	69 03	53 67
5	5	Hull, . . .	66 08	66 08	56 97
4	6	Brookline, . . .	65 30	65 30	63 85
7	7	Westwood, . . .	63 12	65 05	50 88
10	8	Stockbridge, . . .	60 52	60 52	55 80
6	9	Lancaster, . . .	59 66	59 66	42 66
13	10	Wellesley, . . .	55 64	55 85	69 70
18	11	Petersham, . . .	55 29	72 02	55 29
14	12	Harvard, . . .	54 18	67 98	39 06
12	13	Manchester, . . .	51 81	51 81	55 72
9	14	Nahant, . . .	51 33	51 33	51 05
16	15	Lenox, . . .	50 41	50 41	47 25
19	16	Cohasset, . . .	50 06	50 19	50 49
11	17	Newton, . . .	49 63	50 10	49 63
36	18	Acton, . . .	49 28	53 57	47 82
30	19	Wayland, . . .	48 74	50 71	51 28
21	20	Falmouth, . . .	46 82	47 69	49 75
42	21	Marion, . . .	46 66	46 66	49 08
28	22	Longmeadow, . . .	46 32	53 24	30 60
22	23	Springfield, . . .	46 32	46 88	45 72
15	24	Bourne, . . .	46 13	46 29	44 83
99	25	Yarmouth, . . .	45 82	58 95	55 32
26	26	Lexington, . . .	45 78	46 64	51 87
56	27	Canton, . . .	45 70	46 04	29 50
37	28	Barnstable, . . .	44 76	45 75	45 13
29	29	Sudbury, . . .	44 62	55 28	47 83
34	30	Wenham, . . .	44 01	47 38	36 60
64	31	Shelburne, . . .	43 96	52 07	39 01
23	32	Boston, ¹ . . .	43 47	46 68	36 46
24	33	Holyoke, . . .	42 82	42 95	24 83
69	34	Hardwick, . . .	42 66	47 89	31 77
62	35	Waltham, . . .	42 64	42 65	31 09
33	36	Princeton, . . .	42 12	51 69	38 79
57	37	Needham, . . .	41 95	42 65	44 28
50	38	Winchester, . . .	41 35	41 90	40 21

¹ Returns made for fiscal year of city instead of for school year.

BOARD OF EDUCATION.

Table showing the comparative amounts of money expended for the support,
etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.		TOWNS AND CITIES.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —		Amount of local tax for school support for each child between 5 and 15 years of age.
			Local tax for support.	Local tax plus the State and other contributions.	
1910-11.	1911-12.				
43	39	Hamilton, . . .	\$41 08	\$41 08	\$37 16
141	40	Dalton, . . .	40 76	41 43	41 95
81	41	Bedford, . . .	40 66	51 45	35 67
31	42	Beverly, . . .	40 37	40 37	41 57
52	43	Lawrence, . . .	40 20	40 20	25 25
39	44	Brewster, . . .	39 85	67 66	23 52
32	45	Groton, . . .	39 73	40 43	41 53
74	46	Cambridge, . . .	39 51	39 51	34 88
44	47	Worcester, . . .	39 51	39 87	35 01
106	48	Wilbraham, . . .	38 80	51 81	26 97
27	49	Scituate, . . .	38 73	38 91	38 73
65	50	Haverhill, . . .	38 58	38 82	30 69
60	51	Lowell, . . .	38 51	38 51	28 15
47	52	Watertown, . . .	38 26	38 26	30 10
51	53	Melrose, . . .	38 15	38 15	38 59
228	54	Boylston, . . .	38 09	53 31	30 24
61	55	Dartmouth, . . .	38 08	38 97	29 66
38	56	Hopedale, . . .	38 01	38 13	41 67
40	57	Marshfield, . . .	37 87	43 84	40 84
344	58	Tolland, . . .	37 82	92 90	21 01
67	59	Hingham, . . .	37 72	38 53	43 92
88	60	Sharon, . . .	37 29	41 27	33 02
66	61	Concord, . . .	36 94	44 09	42 38
17	62	Topsfield, . . .	36 79	48 89	33 48
48	63	Belmont, . . .	36 55	36 79	37 01
80	64	Amesbury, . . .	36 33	38 21	20 27
105	65	Spencer, . . .	36 20	38 20	23 08
171	66	Townsend, . . .	36 14	43 70	29 01
53	67	Fitchburg, . . .	36 07	36 28	20 93
20	68	West Boylston, . . .	36 00	48 26	36 80
54	69	Ludlow, . . .	35 88	38 15	28 67
145	70	Pembroke, . . .	35 85	47 96	34 37
55	71	Attleborough, . . .	35 84	36 41	30 65
91	72	Carver, . . .	35 83	44 73	33 73
49	73	Southborough, . . .	35 81	42 50	36 15
73	74	Malden, . . .	35 71	35 84	28 48
59	75	Dedham, . . .	35 63	37 03	37 80
83	76	Montague, . . .	35 59	36 43	32 24
63	77	New Bedford, . . .	35 52	35 71	23 21
71	78	Salem, . . .	35 44	35 44	22 60
70	79	Arlington, . . .	35 42	36 08	34 62
214	80	Dennis, . . .	35 30	37 82	37 90
132	81	Washington, . . .	35 28	80 66	23 52
275	82	Dunstable, . . .	35 25	61 24	27 90
25	83	Swampscott, . . .	35 21	35 21	43 16
86	84	Northampton, . . .	35 01	35 62	26 39
75	85	Winthrop, . . .	34 87	34 94	37 62
92	86	Walpole, . . .	34 84	35 55	36 36
114	87	Westford, . . .	34 77	38 73	33 28
124	88	Chelmsford, . . .	34 70	34 95	32 05
58	89	Duxbury, . . .	34 68	39 82	32 91
89	90	Norwood, . . .	34 58	34 76	34 95
77	91	Medford, . . .	34 44	34 59	34 88
126	92	Fall River, . . .	34 35	35 13	23 53
161	93	West Brookfield, . . .	34 30	47 53	27 30
127	94	Wrentham, . . .	34 25	47 65	34 25

SCHOOL RETURNS.

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Table showing the comparative amounts of money expended for the support,
etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.		TOWNS AND CITIES.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —		Amount of local tax for school support for each child between 5 and 15 years of age.
			Local tax for support.	Local tax plus the State and other contributions.	
1910-11.	1911-12.				
170	95	Williamstown, . . .	\$34 04	\$34 74	\$33 68
108	96	Norfolk, . . .	34 03	45 77	29 99
119	97	Clinton, . . .	33 91	33 91	25 23
95	98	Barre, . . .	33 90	39 10	26 96
103	99	North Adams, . . .	33 86	34 24	23 14
46	100	Webster, . . .	33 76	34 74	11 98
79	101	Tyngsborough, . . .	33 63	52 91	25 71
72	102	Halifax, . . .	33 62	47 60	31 71
136	103	Southbridge, . . .	33 44	33 69	11 80
137	104	Everett, . . .	33 37	33 39	34 12
164	105	Marlborough, . . .	33 32	33 32	25 51
109	106	Somerville, . . .	33 31	33 35	30 57
107	107	Ware, . . .	33 22	33 65	23 47
82	108	Wareham, . . .	33 15	33 71	31 36
68	109	Leominster, . . .	33 11	33 37	22 68
104	110	Chicopee, . . .	33 09	33 12	30 80
140	111	Reading, . . .	33 06	34 93	36 07
97	112	Brockton, . . .	32 97	33 34	31 81
90	113	Lynn, . . .	32 93	33 03	28 15
125	114	Natick, . . .	32 85	32 85	37 57
96	115	North Andover, . . .	32 84	32 84	33 49
93	116	Abington, . . .	32 80	33 81	41 77
87	117	Littleton, . . .	32 72	42 26	36 64
157	118	Shrewsbury, . . .	32 65	38 44	34 53
120	119	Framingham, . . .	32 59	33 26	35 94
121	120	Taunton, . . .	32 44	33 25	26 01
116	121	Pepperell, . . .	32 43	36 39	31 86
45	122	Plainville, . . .	32 39	45 06	31 64
206	123	Sturbridge, . . .	32 34	40 97	23 09
111	124	North Attleborough, . . .	32 11	32 11	34 55
174	125	Middleton, . . .	31 92	50 28	29 24
78	126	Granby, . . .	31 83	48 83	31 16
118	127	Norwell, . . .	31 82	41 63	35 24
134	128	Lynnfield, . . .	31 77	49 70	26 72
188	129	Northborough, . . .	31 75	38 86	32 41
115	130	Tewksbury, . . .	31 73	41 03	26 67
128	131	Newbury, . . .	31 67	41 02	29 11
185	132	Russell, . . .	31 61	41 76	28 21
102	133	Greenfield, . . .	31 61	32 13	32 84
101	134	Shirley, . . .	31 57	44 18	15 40
138	135	Mattapoisett, . . .	31 53	41 05	25 62
101	136	Andover, . . .	31 43	35 82	32 64
98	137	Dracut, . . .	31 42	34 83	26 42
112	138	Great Barrington, . . .	31 30	32 25	33 41
142	139	Stoneham, . . .	31 29	31 29	30 00
76	140	Dudley, . . .	31 27	36 26	15 47
151	141	Chatham, . . .	31 26	37 71	31 89
156	142	Nantucket, . . .	31 25	31 25	34 22
307	143	Windsor, . . .	31 19	33 75	27 85
181	144	Warren, . . .	31 14	36 50	22 39
163	145	Ipswich, . . .	30 98	31 92	28 52
149	146	Lakeville, . . .	30 93	56 34	23 16
158	147	Wakefield, . . .	30 81	31 83	34 93
135	148	Bolton, . . .	30 80	57 56	28 36
184	149	Ashland, . . .	30 76	36 68	35 37
143	150	Peabody, . . .	30 65	31 81	26 80

Table showing the comparative amounts of money expended for the support,
etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.		TOWNS AND CITIES.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —		Amount of local tax for school support for each child between 5 and 15 years of age.
			Local tax for support.	Local tax plus the State and other contributions.	
1910-11.	1911-12.				
165	151	Grafton,	\$30 63	\$31 86	\$25 73
149	152	Sandwich,	30 59	39 73	29 85
131	153	Gardner,	30 32	30 32	23 43
273	154	Lanesborough,	30 28	45 18	27 89
219	155	Easton,	30 10	34 63	31 54
192	156	Quincy,	30 06	30 10	20 26
85	157	Ashby,	30 05	44 84	26 69
130	158	Pittsfield,	29 94	30 41	29 13
176	159	Plymouth,	29 92	29 92	29 57
150	160	Deerfield,	29 89	34 77	26 87
172	161	Hudson,	29 89	30 54	27 29
110	162	Chelsea,	29 89	29 89	29 21
180	163	Sunderland,	29 82	43 85	26 79
173	164	Bridgewater,	29 65	38 52	34 45
113	165	Marblehead,	29 51	29 51	31 46
133	166	Orange,	29 47	29 47	31 78
160	167	Wellfleet,	29 46	35 97	28 61
175	168	Billerica,	29 44	32 41	26 12
209	169	Holden,	29 36	34 16	28 96
139	170	Westfield,	29 36	33 67	23 30
190	171	Newburyport, ¹	29 23	31 06	24 21
178	172	West Newbury,	29 23	38 01	27 65
117	173	Braintree,	29 21	29 61	29 45
222	174	Westport,	29 12	34 40	20 82
177	175	Rockland,	29 11	29 44	30 62
199	176	Oxford,	28 98	32 42	24 10
94	177	Sherborn,	28 66	38 30	38 10
167	178	Weymouth,	28 59	28 67	31 47
224	179	Bellingham,	28 52	36 79	21 32
265	180	Peru,	28 38	96 85	24 08
159	181	Whitman,	28 29	29 28	29 84
144	182	Norton,	28 28	32 63	27 76
202	183	Gloucester,	28 22	28 42	29 60
153	184	Warwick,	28 22	51 65	25 68
197	185	Middleborough,	28 09	29 29	28 37
129	186	Danvers,	27 97	28 74	30 74
244	187	Easthampton,	27 95	28 76	21 02
232	188	Harwich,	27 93	33 53	26 68
166	189	New Salem,	27 91	61 63	32 44
147	190	Revere,	27 87	27 91	27 97
186	191	Hopkinton,	27 85	33 00	26 84
195	192	Dighton,	27 82	32 97	24 54
204	193	North Brookfield,	27 73	33 60	19 57
183	194	Saugus,	27 52	27 89	28 22
179	195	Leicester,	27 50	32 70	27 32
263	196	Millis,	27 49	34 68	27 60
152	197	Franklin,	27 46	28 76	30 00
210	198	Millbury,	27 07	29 88	23 39
252	199	Rockport,	26 81	26 81	25 91
193	200	Westborough,	26 80	27 16	27 26
207	201	Cheshire,	26 76	36 80	24 96
201	202	Lee,	26 73	30 21	20 68
268	203	New Marlborough,	26 59	37 40	21 93
246	204	Amherst,	26 56	29 44	27 64
235	205	Stow,	26 54	38 43	26 19
196	206	South Hadley,	26 53	27 71	27 21

¹ Returns made for fiscal year of city instead of for school year.

SCHOOL RETURNS.

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Table showing the comparative amounts of money expended for the support,
etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.		TOWNS AND CITIES.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —		Amount of local tax for school support for each child between 5 and 15 years of age.
			Local tax for support.	Local tax plus the State and other contributions.	
1910-11.	1911-12.				
291	207	Hanson,	\$26 47	\$32 10	\$24 85
194	208	Mansfield,	26 44	26 60	28 93
264	209	Edgartown,	26 43	34 79	26 27
208	210	Charlemont,	26 28	41 90	25 43
226	211	Milford,	26 23	26 56	21 61
240	212	Hanover,	26 18	30 11	27 23
148	213	Palmer,	26 14	26 14	24 06
189	214	Kingston,	26 13	30 66	25 96
260	215	Monson,	26 09	30 21	25 49
191	216	Lunenburg,	26 06	34 44	23 35
221	217	Northbridge,	26 01	26 01	24 88
251	218	Woburn,	25 95	26 87	19 77
154	219	Adams,	25 95	26 51	19 73
271	220	Ashburnham,	25 93	31 10	22 21
162	221	Boxford,	25 92	38 20	21 39
326	222	New Braintree,	25 79	54 42	20 57
182	223	Dana,	25 78	47 44	22 33
231	224	Oak Bluffs,	25 77	28 01	24 69
301	225	Southwick,	25 77	43 26	23 59
253	226	West Springfield,	25 73	27 41	26 66
35	227	Burlington,	25 62	53 54	21 48
249	228	Northfield,	25 47	34 44	26 94
168	229	Brookfield,	25 44	31 46	23 09
276	230	Tisbury,	25 42	34 37	28 33
213	231	Mendon,	25 39	42 56	28 36
272	232	West Stockbridge,	25 38	38 87	20 03
217	233	Wilmington,	25 22	29 38	26 31
234	234	Merrimac,	25 21	31 15	28 46
279	235	Charlton,	25 14	32 58	21 80
254	236	Chilmark,	25 11	85 07	20 92
241	237	East Bridgewater,	24 98	28 27	25 27
205	238	Winchendon,	24 93	33 46	23 64
257	239	Hinsdale,	24 91	35 42	22 65
283	240	Westminster,	24 88	32 56	23 69
218	241	Ayer,	24 84	28 05	26 79
277	242	Sutton,	24 77	30 16	15 69
236	243	Enfield,	24 75	41 79	27 11
200	244	Foxborough,	24 71	27 68	25 66
335	245	Chester,	24 58	35 37	23 55
225	246	Sterling,	24 49	36 20	25 80
282	247	Raynham,	24 44	34 41	19 69
286	248	Douglas,	24 42	30 35	22 66
256	249	Groveland,	24 36	27 99	25 98
212	250	Essex,	24 29	31 20	24 65
230	251	Georgetown,	24 15	30 77	18 63
123	252	Maynard,	24 12	24 12	26 21
306	253	Huntington,	24 00	34 25	20 00
169	254	Sheffield,	23 99	33 20	24 16
270	255	Agawam,	23 95	26 54	21 34
229	256	Stoughton,	23 93	24 10	19 44
285	257	Rochester,	23 87	42 03	22 29
262	258	Uxbridge,	23 87	26 55	23 85
215	259	Medfield,	23 82	31 39	26 39
343	260	Monroe,	23 81	54 64	25 85
203	261	Athol,	23 79	26 74	21 23
304	262	Carlisle,	23 79	44 10	22 92

BOARD OF EDUCATION.

Table showing the comparative amounts of money expended for the support,
etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.		TOWNS AND CITIES.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —		Amount of local tax for school support for each child between 5 and 15 years of age.
			Local tax for support.	Local tax plus the State and other contributions.	
1910-11.	1911-12.				
243	263	Orleans,	\$23 74	\$40 92	\$25 17
299	264	Chesterfield,	23 57	45 77	23 02
250	265	Methuen,	23 51	24 06	19 32
248	266	Upton,	23 49	29 68	23 65
266	267	Freetown,	23 22	31 48	20 76
297	268	Greenwich,	23 21	63 59	12 66
245	269	Conway,	23 19	35 01	23 07
227	270	Fairhaven,	23 19	50 09	20 61
84	271	Holland,	23 08	74 24	23 08
281	272	Holliston,	22 83	27 05	22 34
258	273	Hadley,	22 79	37 04	21 61
155	274	Monterey,	22 73	72 41	14 49
269	275	West Bridgewater,	22 66	26 04	21 13
242	276	Eastham,	22 45	44 28	20 31
342	277	Mashpee,	22 36	56 01	19 24
259	278	Randolph,	22 15	24 44	22 41
261	279	Richmond,	22 14	40 38	20 57
220	280	Royalston,	22 07	46 30	20 31
329	281	Somerset,	21 96	23 25	18 48
315	282	Rowley,	21 74	35 26	18 26
278	283	Hubbardston,	21 66	31 01	21 43
122	284	Blandford,	21 62	38 54	18 25
284	285	Rutland,	21 47	31 78	29 14
187	286	Becket,	21 40	41 41	19 06
335	287	Florida,	21 28	36 81	19 37
294	288	Granville,	21 21	38 53	17 02
323	289	Boxborough,	21 19	53 48	17 61
341	290	Shutesbury,	21 11	53 01	17 69
274	291	Hatfield,	21 10	25 39	18 12
237	292	Acushnet,	20 92	25 47	13 95
255	293	Holbrook,	20 79	23 98	22 07
247	294	Swansea,	20 76	27 71	20 23
233	295	Buckland,	20 71	33 16	18 30
239	296	Erving,	20 67	29 28	21 26
348	297	Rowe,	20 67	42 00	15 56
318	298	Colrain,	20 42	30 80	19 35
280	299	Medway,	20 31	24 63	19 66
295	300	Prescott,	20 20	62 77	18 26
287	301	Berlin,	20 12	38 82	16 71
298	302	Whately,	20 06	34 94	15 19
296	303	Templeton,	20 00	23 20	17 44
309	304	Williamsburg,	19 84	28 29	20 91
347	305	Oakham,	19 59	40 56	17 39
324	306	Leverett,	19 48	35 12	19 17
320	307	West Tisbury,	19 07	44 14	17 62
290	308	Paxton,	19 05	43 17	13 95
322	309	Belchertown,	19 04	26 03	18 94
293	310	Salisbury,	19 00	24 95	15 73
338	311	Otis,	18 93	35 39	15 56
216	312	Heath,	18 88	44 70	15 83
312	313	East Longmeadow,	18 82	36 11	16 92
288	314	Auburn,	18 79	23 97	15 55
334	315	Hawley,	18 78	42 69	15 25
308	316	Worthington,	18 72	41 75	17 10
319	317	Rehoboth,	18 63	25 80	15 79
352	318	Mount Washington,	18 38	112 54	23 89

SCHOOL RETURNS.

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Table showing the comparative amounts of money expended for the support,
etc. — Concluded.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.		TOWNS AND CITIES.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —		Amount of local tax for school support for each child between 5 and 15 years of age.
			Local tax for support.	Local tax plus the State and other contributions.	
1910-11.	1911-12.				
310	319	Provincetown, . . .	\$18 36	\$20 49	\$19 47
346	320	Hancock,	18 24	40 55	15 72
311	321	Plainfield,	17 92	51 50	16 16
316	322	Phillipston,	17 75	45 01	15 09
289	323	Bernardston,	17 73	37 48	18 86
321	324	Blackstone,	17 70	19 34	15 00
331	325	Seekonk,	17 41	22 16	14 51
302	326	Wales,	17 17	49 49	13 19
292	327	Sandisfield,	17 07	39 13	13 89
198	328	North Reading, . . .	17 00	37 60	15 06
267	329	Wendell,	16 84	54 11	11 10
333	330	Montgomery,	16 67	51 91	15 38
314	331	Avon,	16 58	22 04	16 16
330	332	Middlefield,	16 48	47 78	15 26
300	333	Southampton,	16 43	35 55	13 38
223	334	Brimfield,	16 36	25 31	20 03
325	335	Hampden,	16 07	43 45	15 07
313	336	Ashfield,	15 88	34 13	18 71
327	337	Gill,	15 49	28 74	13 67
303	338	Savoy,	15 19	39 07	13 17
317	339	Plympton,	14 81	33 54	11 90
336	340	Berkley,	14 04	30 03	13 14
332	341	Cummington,	13 92	40 33	12 62
349	342	Pelham,	13 69	28 45	11 82
328	343	Truro,	13 21	25 84	11 42
345	344	Goshen,	13 00	47 64	10 02
350	345	Clarksburg,	12 82	23 92	9 12
238	346	Tyringham,	12 76	42 92	10 21
337	347	Leyden,	12 56	37 25	10 74
340	348	Westhampton,	11 49	35 79	9 71
339	349	Alford,	10 42	46 72	8 33
353	350	New Ashford,	9 38	59 14	10 00
211	351	Egremont,	7 69	42 05	6 05
351	352	Gosnold,	5 36	53 81	5 77
354	353	Gay Head,	4 00	4 19	4 12

II. GRADUATED VALUATION TABLE.

A graduated table in which all the towns in the State are numerically arranged according to the proportion of their taxable property appropriated for the support of public schools for the year 1911-12.

For 1910-1911, by the State valuation of 1910.	For 1911-1912, by the State valuation of 1911.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dol- lars of valuation.	For 1910-1911, by the State valuation of 1910.	For 1911-1912, by the State valuation of 1911.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dol- lars of valuation.
		State, . . .	\$4 37	103	41	West Bridgewater, . . .	\$7 36
				29	42	Hudson, . . .	7 33
95	1	Charlemont, . . .	9 88	22	43	Weymouth, . . .	7 32
73	2	Boylston, . . .	9 65	91	44	Holden, . . .	7 30
2	3	Abington, . . .	9 60	58	45	Spencer, . . .	7 27
5	4	Huntington, . . .	9 42	107	46	Wilbraham, . . .	7 24
1	5	West Boylston, . . .	9 32	32	47	Hopkinton, . . .	7 22
71	6	Chester, . . .	8 96	54	48	Ashburnham, . . .	7 21
6	7	Montague, . . .	8 92	69	49	Williamsburg, . . .	7 16
19	8	Sunderland, . . .	8 80	116	50	Chelmsford, . . .	7 16
15	9	Warren, . . .	8 69	63	51	Petersham, . . .	7 16
31	10	Hinsdale, . . .	8 68	102	52	Ashland, . . .	7 13
46	11	Colrain, . . .	8 63	37	53	Dracut, . . .	7 10
21	12	Monson, . . .	8 56	297	54	Rowe, . . .	7 10
8	13	South Hadley, . . .	8 43	42	55	Westford, . . .	7 09
9	14	Groveland, . . .	8 36	64	56	Everett, . . .	7 09
18	15	Northbridge, . . .	8 26	50	57	Avon, . . .	7 08
24	16	Oxford, . . .	8 25	79	58	Natick, . . .	7 07
17	17	Granby, . . .	8 15	44	59	Bellingham, . . .	7 05
4	18	Grafton, . . .	8 15	40	60	Pepperell, . . .	7 05
3	19	Plainville, . . .	8 09	36	61	Braintree, . . .	7 05
148	20	Hawley, . . .	7 93	176	62	Lanesborough, . . .	7 04
130	21	Pembroke, . . .	7 82	94	63	Dudley, . . .	7 03
7	22	Palmer, . . .	7 82	170	64	Acton, . . .	7 02
23	23	Saugus, . . .	7 81	127	65	Williamstown, . . .	7 01
188	24	Clarksburg, . . .	7 80	41	66	Cheshire, . . .	7 01
98	25	Belchertown, . . .	7 79	13	67	New Salem, . . .	6 99
33	26	Ware, . . .	7 78	10	68	Ashby, . . .	6 97
51	27	Chicopee, . . .	7 75	207	69	Somerset, . . .	6 95
39	28	Middleborough, . . .	7 72	26	70	Holbrook, . . .	6 94
11	29	Adams, . . .	7 70	16	71	Orange, . . .	6 90
74	30	Bridgewater, . . .	7 69	68	72	West Stockbridge, . . .	6 81
14	31	Millbury, . . .	7 64	43	73	Provincetown, . . .	6 81
62	32	Dighton, . . .	7 58	172	74	Dennis, . . .	6 78
20	33	Norton, . . .	7 55	169	75	Townsend, . . .	6 78
203	34	Florida, . . .	7 54	67	76	Sheffield, . . .	6 78
52	35	Templeton, . . .	7 52	81	77	Leicester, . . .	6 75
12	36	Blackstone, . . .	7 52	59	78	Clinton, . . .	6 75
157	37	Windsor, . . .	7 51	85	79	E. Bridgewater, . . .	6 72
147	38	Leverett, . . .	7 48	77	80	Middlefield, . . .	6 72
27	39	Norwell, . . .	7 46	150	81	Northborough, . . .	6 69
35	40	Rockland, . . .	7 37	48	82	Sturbridge, . . .	6 66

SCHOOL RETURNS.

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For 1910-1911, by the State valuation of 1910.	For 1911-1912, by the State valuation of 1911.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dol- lars of valuation.	For 1910-1911, by the State valuation of 1910.	For 1911-1912, by the State valuation of 1911.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dol- lars of valuation.
83	83	Stoneham, . . .	\$6 66	119	143	Hubbardston, . .	\$5 88
96	84	Auburn, . . .	6 65	190	144	New Marlborough, .	5 87
113	85	Haverhill, . . .	6 65	160	145	Harwich, . . .	5 87
38	86	Westfield, . . .	6 64	110	146	Southborough, . .	5 86
57	87	Lee, . . .	6 64	92	147	Maynard, . . .	5 86
70	88	Randolph, . . .	6 64	138	148	Northampton, . .	5 86
84	89	Wakefield, . . .	6 62	210	149	Charlton, . . .	5 83
53	90	Whitman, . . .	6 61	80	150	Gardner, . . .	5 82
75	91	Franklin, . . .	6 60	126	151	Medford, . . .	5 81
65	92	Barre, . . .	6 59	171	152	Dartmouth, . . .	5 81
87	93	Medway, . . .	6 55	225	153	Wayland, . . .	5 80
78	94	Sutton, . . .	6 53	114	154	Revere, . . .	5 80
105	95	Uxbridge, . . .	6 52	151	155	Norfolk, . . .	5 80
120	96	Chelsea, . . .	6 51	215	156	Douglas, . . .	5 80
61	97	Danvers, . . .	6 51	195	157	Chesterfield, . .	5 79
72	98	Ludlow, . . .	6 51	173	158	Walpole, . . .	5 75
66	99	Athol, . . .	6 51	161	159	Peabody, . . .	5 73
56	100	Merrimac, . . .	6 50	76	160	Warwick, . . .	5 73
88	101	Brockton, . . .	6 48	213	161	Stow, . . .	5 73
100	102	Savoy, . . .	6 47	82	162	Brimfield, . . .	5 72
93	103	Wilmington, . .	6 44	104	163	Leominster, . . .	5 72
30	104	Sandwich, . . .	6 42	135	164	North Andover, . .	5 70
55	105	East Longmeadow,	6 38	49	165	Hardwick, . . .	5 68
34	106	Tyngsborough, .	6 34	179	166	Freetown, . . .	5 68
153	107	Rebooth, . . .	6 34	128	167	Reading, . . .	5 68
152	108	Shelburne, . . .	6 34	167	168	Mansfield, . . .	5 67
233	109	Dalton, . . .	6 33	295	169	Paxton, . . .	5 67
143	110	Methuen, . . .	6 32	192	170	Enfield, . . .	5 66
47	111	Kingston, . . .	6 32	134	171	Rutland, . . .	5 64
101	112	Marlborough, . .	6 29	168	172	Amherst, . . .	5 61
118	113	Taunton, . . .	6 28	146	173	Heath, . . .	5 60
155	114	West Newbury, .	6 27	162	174	Peru, . . .	5 58
136	115	Woburn, . . .	6 24	189	175	Greenfield, . . .	5 58
145	116	Westminster, . .	6 24	166	176	Worcester, . . .	5 57
97	117	Raynham, . . .	6 23	216	177	Berkley, . . .	5 56
117	118	Foxborough, . . .	6 23	283	178	Rochester, . . .	5 55
90	119	Conway, . . .	6 21	200	179	Canton, . . .	5 54
108	120	Winchendon, . .	6 15	178	180	Great Barrington, .	5 53
28	121	Brookfield, . . .	6 15	254	181	Hanson, . . .	5 51
133	122	North Adams, . .	6 15	247	182	Tewksbury, . . .	5 51
89	123	Upton, . . .	6 13	218	183	Milford, . . .	5 50
99	124	Littleton, . . .	6 12	212	184	West Brookfield, .	5 47
129	125	North Brookfield, .	6 11	182	185	Rockport, . . .	5 46
112	126	Hanover, . . .	6 11	185	186	Holyoke, . . .	5 46
235	127	Otis, . . .	6 11	199	187	Gloucester, . . .	5 44
156	128	Bolton, . . .	6 10	174	188	Acushnet, . . .	5 43
60	129	Buckland, . . .	6 09	142	189	No. Attleborough, .	5 41
25	130	Dana, . . .	6 07	201	190	Plymouth, . . .	5 40
165	131	West Springfield, .	6 04	314	191	Monroe, . . .	5 40
111	132	Stoughton, . . .	6 04	106	192	Fairhaven, . . .	5 39
163	133	Mendon, . . .	6 02	257	193	Worthington, . . .	5 37
115	134	Sudbury, . . .	6 01	159	194	Framingham, . . .	5 34
141	135	Needham, . . .	6 00	175	195	Granville, . . .	5 33
124	136	Arlington, . . .	6 00	238	196	Billerica, . . .	5 33
131	137	Wrentham, . . .	5 95	139	197	Westborough, . . .	5 32
132	138	Somerville, . . .	5 95	246	198	Shrewsbury, . . .	5 31
205	139	Agawam, . . .	5 94	86	199	Georgetown, . . .	5 30
121	140	Melrose, . . .	5 93	227	200	Berlin, . . .	5 27
144	141	Malden, . . .	5 92	208	201	Fall River, . . .	5 27
191	142	Millis, . . .	5 90	137	202	Holliston, . . .	5 24

BOARD OF EDUCATION.

For 1910-1911, by the State valuation of 1910.	For 1911-1912, by the State valuation of 1911.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dol- lars of valuation.	For 1910-1911, by the State valuation of 1910.	For 1911-1912, by the State valuation of 1911.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dol- lars of valuation.
186	203	Ayer,	\$5 22	277	263	Swansea, . . .	\$4 28
300	204	Southwick, . . .	5 21	320	264	New Braintree, . .	4 28
45	205	Becket,	5 20	311	265	Newburyport, ¹ . .	4 28
140	206	Westport,	5 17	260	266	Ipswich,	4 26
149	207	Bernardston, . .	5 16	302	267	Edgartown, . . .	4 25
244	208	Lexington, . . .	5 14	269	268	New Bedford, . . .	4 20
183	209	Russell,	5 14	337	269	Oakham,	4 18
184	210	Plainfield, . . .	5 12	164	270	Southbridge, . . .	4 17
198	211	Belmont,	5 12	261	271	Phillipston, . . .	4 16
154	212	Essex,	5 11	288	272	Hingham,	4 15
206	213	Concord,	5 11	265	273	Dunstable,	4 15
202	214	Lowell,	5 11	224	274	Barnstable, . . .	4 13
169	215	Andover,	5 08	158	275	Richmond,	4 07
221	216	Leyden,	5 07	194	276	Truro,	4 07
237	217	Northfield, . . .	5 06	298	277	Bedford,	4 06
226	218	Hadley,	5 03	222	278	Cummington, . . .	4 04
271	219	Gill,	5 03	255	279	Lenox,	4 03
122	220	Pittsfield,	5 02	284	280	Westhampton, . . .	4 02
204	221	Quincy,	5 02	230	281	Princeton,	3 91
240	222	Springfield, . . .	5 01	304	282	Hatfield,	3 89
180	223	Chatham,	5 00	303	283	Norwood,	3 89
214	224	Salem,	4 99	294	284	Carlisle,	3 88
211	225	Winchester, . . .	4 97	291	285	Wellfleet,	3 87
270	226	Easton,	4 96	222	286	Yarmouth,	3 85
249	227	Dedham,	4 95	267	287	Duxbury,	3 82
229	228	Amesbury,	4 95	258	288	Harvard,	3 82
231	229	Cambridge,	4 94	299	289	Washington,	3 82
245	230	Middleton,	4 92	287	290	Greenwich,	3 81
123	231	Prescott,	4 85	296	291	Beverly,	3 79
239	232	Lakeville,	4 82	242	292	Sandisfield,	3 79
228	233	Deerfield,	4 80	276	293	Marblehead,	3 76
243	234	Lawrence,	4 79	328	294	Montgomery,	3 76
329	235	Hancock,	4 79	280	295	Medfield,	3 76
223	236	Hampden,	4 79	220	296	Blandford,	3 72
265	237	Waltham,	4 75	339	297	Pelham,	3 70
273	238	Easthampton, . . .	4 73	293	298	Lancaster,	3 65
290	239	Seekonk,	4 73	289	299	Longmeadow,	3 65
177	240	Salisbury,	4 71	281	300	Scituate,	3 59
241	241	Newbury,	4 66	330	301	Tisbury,	3 57
219	242	Fitchburg,	4 65	196	302	North Reading, . . .	3 52
236	243	Lynn,	4 63	341	303	Mashpee,	3 50
181	244	Shirley,	4 62	272	304	Marshfield,	3 45
250	245	Erving,	4 62	279	305	Webster,	3 43
263	246	Winthrop,	4 60	327	306	Carver,	3 42
286	247	Eastham,	4 57	187	307	Brewster,	3 36
251	248	Newton,	4 54	282	308	Westwood,	3 35
217	249	Southampton, . . .	4 52	319	309	Swampscott,	3 35
268	250	Whately,	4 50	352	310	Tolland,	3 30
232	251	Lunenburg,	4 46	305	311	Nantucket,	3 27
234	252	Attleborough, . . .	4 44	306	312	Lynnfield,	3 23
285	253	Sherborn,	4 44	331	313	Gay Head,	3 22
256	254	Sterling,	4 42	310	314	Plympton,	3 20
313	255	Boxborough,	4 37	323	315	Wellesley,	3 15
292	256	Halifax,	4 37	326	316	Milton,	3 12
262	257	Wareham,	4 36	324	317	Falmouth,	3 09
259	258	Watertown,	4 33	312	318	Bourne,	3 07
193	259	Royalston,	4 32	309	319	Goshen,	3 07
275	260	Stockbridge,	4 32	321	320	Hamilton,	3 06
266	261	Sharon,	4 31	317	321	Groton,	3 06
197	262	Ashfield,	4 30	316	322	Weston,	3 05

¹ Returns made for fiscal year of city instead of for school year.

SCHOOL RETURNS.

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For 1910-1911, by the State valuation of 1910.		For 1911-1912, by the State valuation of 1911.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dol- lars of valuation.	For 1910-1911, by the State valuation of 1910.		For 1911-1912, by the State valuation of 1911.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dol- lars of valuation.
325	323		Boston, ¹	\$3 00	252	339		Wendell, . . .	\$2 20
334	324		Hopedale, . . .	2 98	340	340		Brookline, . . .	2 20
253	325		Monterey, . . .	2 97	342	341		Dover, . . .	1 95
307	326		Mattapoisett, . . .	2 90	345	342		West Tisbury, . . .	1 91
336	327		Wenham, . . .	2 87	333	343		Topsfield, . . .	1 90
332	328		Lincoln, . . .	2 85	344	344		Hull, . . .	1 84
335	329		Oak Bluffs, . . .	2 85	278	345		Tyringham, . . .	1 83
125	330		Orleans, . . .	2 75	348	346		Chilmark, . . .	1 78
308	331		Holland, . . .	2 74	248	347		Rowley, . . .	1 77
349	332		New Ashford, . . .	2 73	343	348		Boxford, . . .	1 75
274	333		Burlington, . . .	2 72	346	349		Manchester, . . .	1 57
318	334		Alford, . . .	2 67	347	350		Marion, . . .	1 55
315	335		Wales, . . .	2 57	351	351		Nahant, . . .	1 06
350	336		Shutesbury, . . .	2 50	301	352		Egremont, . . .	85
338	337		Cohasset, . . .	2 34	354	353		Gosnold, . . .	11
353	338		Mt. Washington, . .	2 21					

¹ Returns made for fiscal year of city instead of for school year.

III. GRADUATED ATTENDANCE TABLE.

In which all the towns in the State are numerically arranged according to the ratio of AVERAGE ATTENDANCE of children upon the public schools for the school year ending June, 1912, to the whole number of children in town between 5 and 15 years of age, Sept. 1, 1911.

TOWNS AND CITIES.				TOWNS AND CITIES.					
	Number of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals.		Number of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals.		
	State,	577,160	458,065	.79	41	Gt. Barrington, . .	1,039	1,050	1.01
					42	Whitman,	1,203	1,213	1.01
1	Rutland,	154	193	1.25	43	Wayland,	326	328	1.01
2	Mt. Washington, . .	10	12	1.20	44	Sudbury,	167	168	1.01
3	Sherborn,	176	210	1.19	45	Marshfield,	204	205	1.00
4	Abington,	754	897	1.19	46	Manchester,	438	440	1.00
5	Swampscott,	917	1,070	1.17	47	Gosnold,	13	13	1.00
6	Wellesley,	756	880	1.16	48	Provincetown, . . .	772	769	1.00
7	Maynard,	890	1,025	1.15	49	Needham,	939	926	.99
8	Brimfield,	165	188	1.14	50	Northfield,	260	256	.98
9	Yarmouth,	164	186	1.13	51	Groton,	293	288	.98
10	Natick,	1,559	1,713	1.10	52	Marion,	173	170	.98
11	Ashland,	260	284	1.09	53	Orleans,	166	163	.98
12	Ashfield,	163	178	1.09	54	Dedham,	1,759	1,727	.98
13	Hingham,	742	810	1.09	55	Ayer,	434	426	.98
14	New Salem,	80	87	1.09	56	Andover,	1,117	1,096	.98
15	Bridgewater,	793	854	1.08	57	Holbrook,	470	461	.98
16	Wakefield,	1,900	2,046	1.08	58	Marblehead,	1,107	1,083	.98
17	Nantucket,	399	427	1.07	59	Barnardston,	126	123	.98
18	Concord,	931	994	1.07	60	Everett,	6,049	5,899	.98
19	Tisbury,	201	214	1.06	61	Williamsburg, . . .	351	342	.97
20	Littleton,	192	204	1.06	62	Essex,	272	265	.97
21	Lexington,	789	836	1.06	63	Rockland,	1,063	1,035	.97
22	Merrimac,	302	318	1.05	64	Easton,	942	917	.97
23	Orange,	879	919	1.05	65	Dalton,	652	633	.97
24	Danvers,	1,400	1,463	1.05	66	Gay Head,	33	32	.97
25	Reading,	998	1,034	1.04	67	North Andover, . . .	921	891	.97
26	Medfield,	231	239	1.03	68	Erving,	210	203	.97
27	Mendon,	154	159	1.03	69	Foxborough,	598	576	.96
28	Weston,	286	295	1.03	70	Greenfield,	1,711	1,648	.96
29	Norwell,	233	240	1.03	71	Shrewsbury,	296	285	.96
30	Monroe,	35	36	1.03	72	Sterling,	205	197	.96
31	Hopedale,	353	363	1.03	73	Walpole,	945	908	.96
32	Enfield,	147	151	1.03	74	Amherst,	842	809	.96
33	Franklin,	952	975	1.02	75	Saugus,	1,631	1,567	.96
34	Groveland,	392	401	1.02	76	South Hadley,	935	896	.96
35	N. Attleborough, . .	1,407	1,436	1.02	77	Melrose,	2,601	2,491	.96
36	Framingham,	1,983	2,019	1.02	78	W. Springfield, . . .	1,768	1,693	.96
37	Weymouth,	2,012	2,045	1.02	79	Hanover,	349	334	.96
38	Mansfield,	881	994	1.01	80	Randolph,	766	733	.96
39	Dennis,	231	234	1.01	81	Beverly,	3,492	3,341	.96
40	Gloucester,	4,445	4,500	1.01	82	Wilmington,	393	376	.96

SCHOOL RETURNS.

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	TOWNS AND CITIES.	Number of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	Number of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals.
83	Westborough, .	640	609	.95	142	West Newbury, .	241	216	.90
84	Chatham, .	199	189	.95	143	Granby, .	143	128	.90
85	Medford, .	4,204	3,986	.95	144	Chesterfield, .	85	76	.89
86	W. Boylston, .	224	212	.95	145	Cummington, .	107	95	.89
87	Rockport, .	772	730	.95	146	Hopkinton, .	441	391	.89
88	Falmouth, .	560	529	.94	147	Winchendon, .	1,080	957	.89
89	Southborough, .	321	302	.94	148	Duxbury, .	275	243	.88
90	Conway, .	200	188	.94	149	Cambridge, .	15,797	13,944	.88
91	E. Bridgewater, .	597	561	.94	150	Cheshire, .	238	210	.88
92	Barnstable, .	720	676	.94	151	Westford, .	442	390	.88
93	Revere, .	4,034	3,787	.94	152	Douglas, .	347	306	.88
94	Petersham, .	146	137	.94	153	Hudson, .	1,067	937	.88
95	Norwood, .	1,597	1,497	.94	154	Medway, .	506	444	.88
96	Winthrop, .	1,737	1,728	.94	155	Chester, .	285	249	.87
97	Upton, .	296	277	.94	156	Acton, .	336	293	.87
98	Sandwich, .	249	233	.94	157	Palmer, .	1,533	1,335	.87
99	Millis, .	248	232	.94	158	Chelmsford, .	943	819	.87
100	Sheffield, .	276	258	.93	159	Carlisle, .	82	71	.87
101	Middleborough, .	1,304	1,218	.93	160	Hampden, .	129	112	.87
102	Stow, .	227	212	.93	161	Brookfield, .	364	316	.87
103	Scituate, .	457	426	.93	162	Colrain, .	324	281	.87
104	Kingston, .	455	424	.93	163	W. Bridgewater, .	489	424	.87
105	Belmont, .	953	886	.93	164	New Ashford, .	15	13	.87
106	Northbridge, .	1,627	1,508	.93	165	Stockbridge, .	321	278	.87
107	Uxbridge, .	866	802	.93	166	Hadley, .	373	323	.87
108	Nahant, .	184	170	.92	167	Swansea, .	353	305	.86
109	Wrentham, .	235	217	.92	168	Southwick, .	166	143	.86
110	Braintree, .	1,602	1,478	.92	169	Oak Bluffs, .	215	185	.86
111	Arlington, .	2,272	2,096	.92	170	Middleton, .	143	123	.86
112	Wellfleet, .	139	128	.92	171	Chicopee, .	3,586	3,081	.86
113	Milton, .	1,337	1,229	.92	172	Harwich, .	308	264	.86
114	Williamstown, .	741	681	.92	173	Royalston, .	150	128	.85
115	Edgartown, .	169	155	.92	174	Plainfield, .	61	52	.85
116	Northborough, .	288	264	.92	175	Hanson, .	295	251	.85
117	Newton, .	6,888	6,313	.92	176	Montague, .	1,187	1,009	.85
118	Leicester, .	603	552	.92	177	Bolton, .	126	107	.85
119	Norton, .	378	346	.92	178	Princeton, .	139	118	.85
120	Monson, .	647	592	.91	179	Berkley, .	172	146	.85
121	Belchertown, .	384	351	.91	180	Lenox, .	653	554	.85
122	Leverett, .	127	116	.91	181	Wareham, .	725	615	.85
123	Avon, .	435	397	.91	182	Holland, .	13	11	.85
124	Brookline, .	3,798	3,463	.91	183	Prescott, .	52	44	.85
125	Springfield, .	14,027	12,786	.91	184	Rochester, .	181	153	.85
126	Stoneham, .	1,134	1,033	.91	185	Agawam, .	581	489	.84
127	Hubbardston, .	190	173	.91	186	Middlefield, .	94	79	.84
128	Lybbmouth, .	2,156	1,961	.91	187	Hamilton, .	356	299	.84
129	Ipswich, .	844	767	.91	188	Sunderland, .	187	157	.84
130	Brookton, .	9,420	8,553	.91	189	Athol, .	1,507	1,265	.84
131	Cohasset, .	463	420	.91	190	Eastham, .	105	88	.84
132	Pittsfield, .	5,569	5,046	.91	191	Lunenburg, .	240	201	.84
133	Winchester, .	1,747	1,582	.91	192	E. Longmeadow, .	316	264	.84
134	Charlemont, .	187	169	.90	193	Worthington, .	115	96	.83
135	Plainville, .	216	195	.90	194	Carver, .	205	171	.83
136	Holliston, .	464	418	.90	195	Newbury, .	210	175	.83
137	Holden, .	432	389	.90	196	Florida, .	78	65	.83
138	Pepperell, .	511	460	.90	197	Oakham, .	89	74	.83
139	Pembroke, .	218	196	.90	198	Dana, .	112	93	.83
140	Halifax, .	88	79	.90	199	No. Reading, .	175	145	.83
141	Bourne, .	390	350	.90	200	Shelburne, .	204	169	.83

	TOWNS AND CITIES.	Number of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	Number of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals.
201	Chelsea, . . .	6,143	5,068	.83	260	Charlton, . . .	361	276	.76
202	Fairhaven, . . .	989	815	.82	261	Tewksbury, . . .	301	230	.76
203	Buckland, . . .	249	205	.82	262	Hawley, . . .	101	77	.76
204	Hull, . . .	225	185	.82	263	Taunton, . . .	5,638	4,296	.76
205	Montgomery, . . .	39	32	.82	264	Berlin, . . .	189	144	.76
206	Peabody, . . .	2,581	2,116	.82	265	Salisbury, . . .	296	225	.76
207	Topsfield, . . .	122	100	.82	266	Leyden, . . .	83	63	.76
208	Westminster, . . .	249	204	.82	267	Sandisfield, . . .	102	77	.75
209	Norfolk, . . .	177	145	.82	268	New Marlborough, . . .	211	159	.75
210	Worcester, . . .	23,446	19,155	.82	269	Barre, . . .	557	419	.75
211	Sharon, . . .	419	342	.82	270	Malden, . . .	8,335	6,264	.75
212	Millbury, . . .	918	749	.82	271	Boxford, . . .	120	90	.75
213	Billerica, . . .	523	426	.81	272	Rowley, . . .	275	206	.75
214	Warwick, . . .	100	81	.81	273	Mattapoisett, . . .	240	179	.75
215	Templeton, . . .	726	588	.81	274	Townsend, . . .	309	230	.74
216	Hinsdale, . . .	231	187	.81	275	Stoughton, . . .	1,134	844	.74
217	Attleborough, . . .	2,692	2,179	.81	276	Ludlow, . . .	926	689	.74
218	Ashby, . . .	152	123	.81	277	Lincoln, . . .	191	142	.74
219	Truro, . . .	140	113	.81	278	Granville, . . .	152	113	.74
220	Bedford, . . .	171	138	.81	279	Watertown, . . .	2,194	1,629	.74
221	Freetown, . . .	264	213	.81	280	Haverhill, . . .	7,457	5,508	.74
222	Becket, . . .	155	125	.81	281	Blandford, . . .	122	90	.74
223	Blackstone, . . .	1,183	948	.80	282	Hatfield, . . .	347	255	.73
224	Dighton, . . .	381	305	.80	283	Adams, . . .	2,500	1,837	.73
225	Pelham, . . .	110	88	.80	284	Auburn, . . .	575	422	.73
226	Lynn, . . .	12,803	10,230	.80	285	Chilmark, . . .	30	22	.73
227	Windsor, . . .	84	67	.80	286	Alford, . . .	60	44	.73
228	Deerfield, . . .	405	323	.80	287	Boxborough, . . .	71	52	.73
229	Lanesborough, . . .	152	121	.80	288	Plympton, . . .	107	78	.73
230	Gill, . . .	179	142	.79	289	Gardner, . . .	2,365	1,724	.73
231	Milford, . . .	2,427	1,921	.79	290	Boylston, . . .	165	120	.73
232	Mashpee, . . .	43	34	.79	291	New Braintree, . . .	84	61	.73
233	Somerville, . . .	12,758	10,083	.79	292	Woburn, . . .	3,649	2,644	.72
234	Grafton, . . .	906	716	.79	293	W. Brookfield, . . .	196	142	.72
235	Savoy, . . .	90	71	.79	294	Tyringham, . . .	65	47	.72
236	Lynnfield, . . .	132	104	.79	295	Seekonk, . . .	462	334	.72
237	Peru, . . .	33	26	.79	296	Otis, . . .	101	73	.72
238	West Tisbury, . . .	66	52	.79	297	Dunstable, . . .	72	52	.72
239	Ashburnham, . . .	342	269	.79	298	W. Stockbridge, . . .	204	147	.72
240	Westhampton, . . .	103	81	.79	299	Rowe, . . .	89	64	.72
241	Oxford, . . .	683	536	.78	300	Raynham, . . .	252	181	.72
242	Shutesbury, . . .	37	29	.78	301	Dartmouth, . . .	950	679	.71
243	Boston, . . .	118,816	93,030	.78	302	Lakeville, . . .	175	125	.71
244	Dover, . . .	138	108	.78	303	Egremont, . . .	70	50	.71
245	Heath, . . .	68	53	.78	304	Hardwick, . . .	525	374	.71
246	Dracut, . . .	666	519	.78	305	Clinton, . . .	2,355	1,674	.71
247	Richmond, . . .	113	88	.78	306	Marlborough, . . .	2,551	1,812	.71
248	Russell, . . .	158	123	.78	307	Lee, . . .	729	514	.71
249	Westwood, . . .	232	180	.78	308	Goshen, . . .	61	43	.70
250	Wenham, . . .	196	152	.78	309	Easthampton, . . .	1,378	964	.70
251	Phillipston, . . .	80	62	.78	310	Georgetown, . . .	359	250	.70
252	Burlington, . . .	93	72	.77	311	Tyngsborough, . . .	157	108	.69
253	Methuen, . . .	2,482	1,918	.77	312	Bellingham, . . .	309	212	.69
254	Rehoboth, . . .	374	288	.77	313	Warren, . . .	776	527	.68
255	Newburyport, . . .	2,318	1,785	.77	314	Wales, . . .	56	38	.68
256	Westfield, . . .	2,888	2,222	.77	315	Waltham, . . .	4,091	2,775	.68
257	Huntington, . . .	312	240	.77	316	Lancaster, . . .	400	271	.68
258	Somerset, . . .	568	436	.77	317	Lowell, . . .	14,793	9,991	.68
259	Hancock, . . .	94	72	.77	318	Harvard, . . .	154	104	.68

SCHOOL RETURNS.

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	TOWNS AND CITIES.	Number of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	Number of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals.
319	Whately, .	144	97	.67	337	Canton, .	960	572	.60
320	Southampton, .	167	112	.67	338	Salem, .	7,382	4,377	.59
321	N. Brookfield, .	554	371	.67	339	Lawrence, .	13,451	7,932	.59
322	Ware, .	1,608	1,072	.67	340	Monterey, .	69	40	.58
323	Northampton, .	3,431	2,382	.67	341	Wilbraham, .	305	176	.58
324	Paxton, .	86	57	.66	342	Sutton, .	611	352	.58
325	Sturbridge, .	318	209	.66	343	Washington, .	48	27	.56
326	Clarksburg, .	239	155	.65	344	Fitchburg, .	7,122	3,902	.55
327	Leominster, .	3,258	2,100	.64	345	Holyoke, .	11,421	6,221	.54
328	Westport, .	537	346	.64	346	Brewster, .	122	66	.54
329	Fall River, .	21,225	13,521	.64	347	Amesbury, .	1,554	816	.53
330	Quincy, .	8,496	5,375	.63	348	Tolland, .	36	18	.50
331	No. Adams, .	4,405	2,782	.63	349	Greenwich, .	77	38	.49
332	Wendell, ..	91	57	.63	350	Dudley, .	871	391	.49
333	New Bedford, .	17,283	10,688	.62	351	Shirley, .	356	154	.43
334	Acushnet, .	372	226	.61	352	Southbridge, .	2,224	734	.33
335	Longmeadow, .	218	132	.61	353	Webster, .	2,500	823	.33
336	Spencer, .	1,112	665	.60					

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